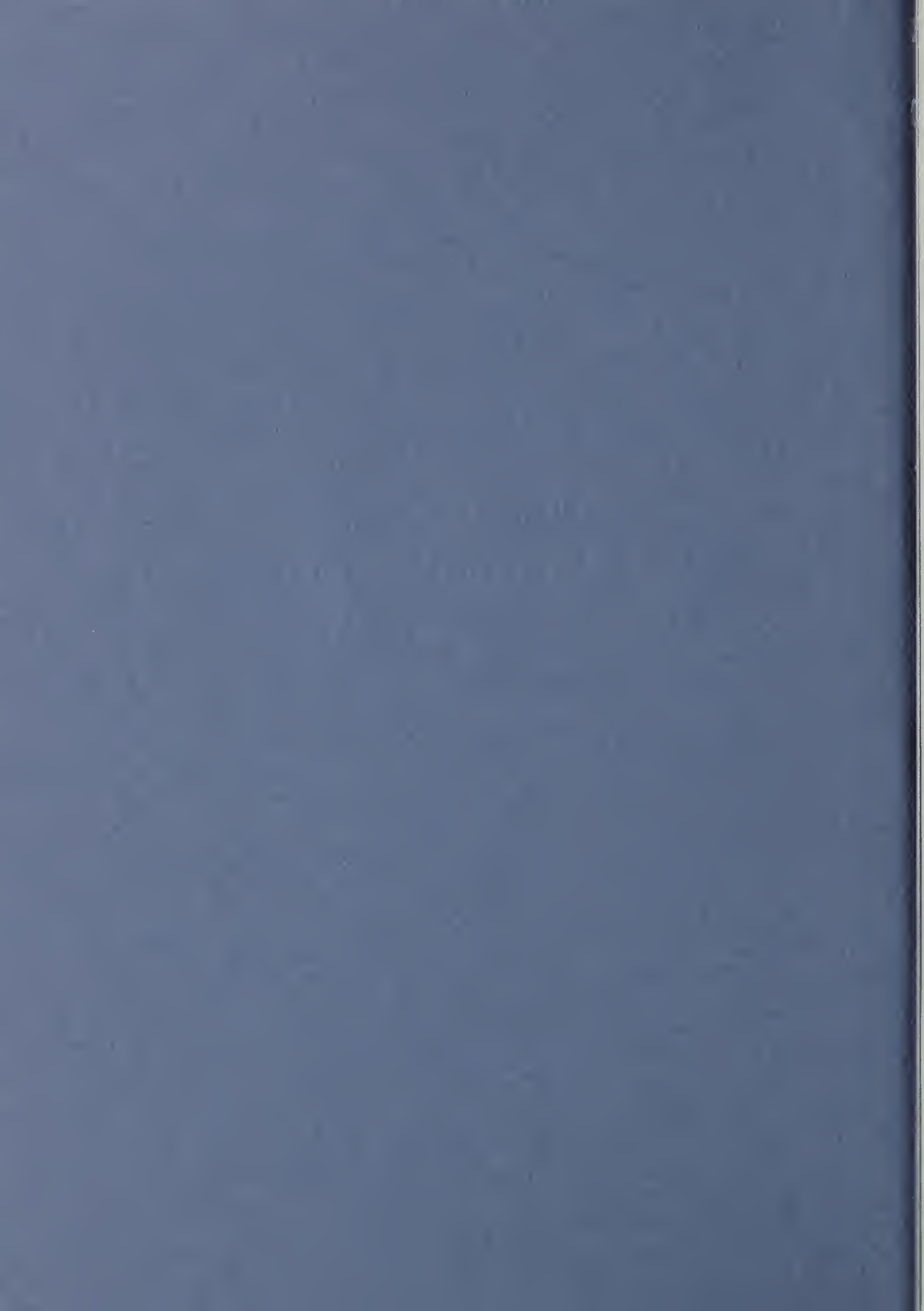


**Annual Report**  
**Carnegie Corporation of New York**  
**1979**





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**Annual Report**  
**for the fiscal year ended September 30**  
**1979**

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The  
report of  
the president



# Bilingual education and the Hispanic challenge

In retrospect, the 1970's will certainly be seen as a period of reassessment of the great federal social programs of the previous decade. While a review of the achievements of these programs was not in itself inappropriate, many of the specific evaluations that comprised it are now known to have been poorly conceived or politically inspired. Among the programs reviewed, the experiments designed to help ensure equality of educational opportunity for disadvantaged children came in for particularly heavy attack. Most have managed to survive, but the broad public base of support for them has largely eroded, and those who advocate continuation of such programs face a constant uphill battle to maintain funding levels.

The latest federally supported educational program to come under public scrutiny is bilingual education.

Bilingual education is an instructional tool that has developed quietly over the past decade and a half to help students whose first language is not English overcome their linguistic and academic difficulties and, it is hoped, perform as well as their English-speaking peers in school. While the particular approaches used vary widely, the term usually refers to programs that employ a child's native tongue as a medium of instruction while he or she is being helped to learn English. The theory is that, by enabling students to master cognitive skills in the language they know best before making the transition to English, bilingual classes will prevent academic retardation. Often, a secondary aim is to enhance and maintain a child's proficiency in the home language. Classes also frequently draw on a child's heritage and culture as a means of building self-esteem and increasing comprehension and motivation to learn.

*This essay is the president's annual statement on an issue of current interest. It represents his personal views and, although broadly related to the foundation's interests, does not directly reflect its specific programs.*



There are an estimated 3.6 million pupils in the country judged to be in need of some form of special language assistance to enable them to cope with the regular school curriculum.

The federal government began funding demonstration programs in bilingual education in the late 1960's and has steadily expanded its support since then, from \$7.5 million in 1969, affecting some 76 projects reaching about 26,000 children, to \$107 million in 1980, for about 575 projects reaching roughly 315,000 children. Meanwhile, under the stimulus of federal and court action, state and local governments have expanded their support for bilingual education, too, so that together they now more than match annual federal funding.

It is safe to say that the total amount of money spent in the field, although not insignificant, would scarcely make a dent in the national budget for compensatory education programs. Over \$3 billion, for example, was appropriated in 1980 just for Title I, the largest of such federally supported programs of special assistance to "educationally deprived children in low-income areas."

Nonetheless, despite the fact that expenditures for bilingual education are comparatively low and that it reaches only a fraction of eligible pupils, the program has become highly controversial. Indeed, few other educational experiments in recent years have managed to arouse such passionate debate — so much so, in fact, that the future of this promising pedagogical tool is uncertain.

The reasons for this are complex and probably only a matter of speculation. One source of the controversy, surely, is to be found in public perceptions about the record of accomplishment in bilingual education thus far. Generalizations are unwise at this stage: the few evaluation studies that have been done are not considered a fair assessment of bilingual education's potential. But indications are that many bilingual programs were launched hastily, with little empirical evidence of "what works," without adequate diagnosis of children's varying linguistic needs, without properly trained teachers or appropriate curricular materials, and often without the strong support of school administrators. Today, evidence of many good programs, according to such measures as improved academic performance, higher school retention rates, and enhanced self-concept among affected children, is beginning to emerge, the results of basic and operational research are at last being fed into the design of programs, and enough time has passed to begin producing a new cadre of qualified teachers. But the widespread impression has already been given that bilingual education has not been very effective, leading critics to conclude that the concept itself, as opposed to its implementation, is unsound.

Another source of controversy lies in the apparent departure of bilingual education from the traditional language policy of the schools. Immigrant groups have always been free to keep alive their native languages and

heritage through private efforts, but this has not, by and large, been considered the responsibility of the schools. On the contrary, public education in the 20th century has been employed as the chief means of assimilating children of foreign-language backgrounds into the English-speaking mainstream. Since the First World War, English has been the sole medium of instruction in the early grades. To many Americans, a belief in the appropriateness of such a policy, in which they cooperated, often at the price of the cultural heritage they brought with them, has formed a deep and abiding part of their national identity and consciousness. With the introduction of native languages in the classroom, however, this policy seems to have been reversed, and many people wonder what it all means. Some see it as but the first step on the road to official recognition of multilingualism, extending from the schools to other public institutions in the society. Already the concept of language *rights* has been established, the Voting Rights Act mandates bilingual election materials, interpreters are now required in courts of law, and languages other than English are increasingly being used in the delivery of social services in areas where there are large concentrations of nonEnglish speakers. Bilingual education therefore seems to be challenging some of our traditional assumptions and practices regarding cultural assimilation.

But perhaps no one of these concerns would be as great if bilingual education were not associated in the minds of large segments of society with Hispanic Americans. Currently, although the federal government funds programs using 74 languages, more than 65 percent of the money goes for Spanish-English bilingual education. The programs have been strongly promoted by Hispanic organizations, and the educational, political, and administrative leadership for bilingual education has been mainly Hispanic. Indeed, bilingual education, as a vehicle for heightening respect and recognition of native languages and culture, for fighting discrimination against nonEnglish-speaking groups, and for obtaining jobs and political leverage, has become the preeminent civil rights issue within Hispanic communities. This development, coupled with the fact that Hispanics, through natural increase and immigration, are growing rapidly in numbers, has made the issue more visible and politicized than it might otherwise have been. Bilingual education is no longer regarded strictly as an educational measure but also as a strategy for realizing the social, political, and economic aspirations of Hispanic peoples.

These three sets of concerns interlock, so that it is virtually impossible to discuss bilingual education without reference to the broader context in which it has evolved. At the same time, its very vulnerability to criticism on political grounds makes it especially incumbent upon this experiment to justify itself educationally. Nothing less will do justice to the needs of children from linguistic minorities and to the meaning of equal educational opportunity. This will be the major challenge of its supporters over the next few years.



Contrary to popular belief, instruction in two languages is not new in American education. Its use began in the 19th century within private schools and some public schools in communities settled by German, Scandinavian, and French immigrants. Between 1840 and 1917, schools in Cincinnati offered classes in German to pupils who understood no English, and from time to time New York City schools resorted to Yiddish, German, Italian, and Chinese to educate new waves of foreign-born children. Then, around the First World War, when anti-German sentiment swept the country and speaking English became a kind of index of political loyalty and “adequacy” as a citizen, bilingual education was stamped out. In many states all use of foreign languages below the eighth grade was forbidden in the schools. The policy of Americanization, the cornerstone of which was instruction solely in English, then began in earnest.

A few educators at that time argued that submersion in the English-language curriculum was an unnecessarily harsh approach and that a gentler transition from the mother tongue was better for the children and their families. They also called for schools to respect and help keep alive the heritage these children brought with them. Their protests went unheeded, however, and the English-only policy remained throughout the succeeding decades (although many private or community-supported schools continued to offer dual-language instruction).

The modern revival of public bilingual education began in the early 1960's when schools in the Miami area, faced with a sudden influx of refugee Cuban students, responded by offering instruction in Spanish until the children were able to learn in English. The technique also began to be employed elsewhere — in New Mexico and in Texas, for example.

The concept received fresh impetus in the wake of the civil rights movement and a new national interest in ethnicity and cultural pluralism, which allowed minority groups to take a more outspoken pride in their heritage and their contributions to American life.

Federal attention to the educational problems of “linguistically different” children began in 1968 with the signing of the Bilingual Education Act, added as Title VII to the Elementary and Secondary Education Act of 1965, and brought about by a coalition of community leaders, educators, and legislators as well as some senior federal officials. It was clear to them that masses of children whose first language was not English were failing academically and that dropout rates for them were inordinately high. If they were receiving any special assistance in learning English, it was usually in the form of ESL (English as a Second Language) courses, requiring them to be taken out of regular classes for periods of the day, so that while they did indeed learn English, they lost the content and fell behind in their schoolwork.

The original aim of Title VII was modest enough: to give seed money to

local educational agencies for new and innovative elementary and secondary programs designed to meet the "special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from families . . . with incomes below \$3,000 per year."

Then, in 1974, the U. S. Supreme Court handed down a unanimous decision on a lawsuit that changed the way in which bilingual education has been regarded ever since. The case, called *Lau vs. Nichols*, involved non-English-speaking Chinese students, who had accused the San Francisco Unified School District in 1970 of language discrimination because they were receiving instruction only in English, a language they could not understand and were not being helped to learn. They claimed that the absence of programs designed to meet their special needs violated both Title VI of the 1964 Civil Rights Act, which contained a provision forbidding discrimination on the basis of national origin, and the equal protection clause of the 14th Amendment to the Constitution.

The Court agreed on the charge of language discrimination, basing its decision not on the Constitution but on Title VI as interpreted by existing Department of Health, Education, and Welfare (HEW) guidelines to the schools. These guidelines stated that, "Where inability to speak and understand the English language excludes national-origin minority-group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

The import of *Lau* was enormous. The Bilingual Education Act had already given federal validation to the voluntary use of native languages in the classroom. Now, for the first time, language rights were recognized as a civil right. Federally aided schools henceforth were legally obligated to provide special assistance to students with limited English-speaking ability in overcoming their language difficulties. Furthermore, schools were told that children must not be denied full participation in the educational process while they were learning English. The Court left it to the states and the educators to decide how this should be done, but because its decision relied on existing federal legislation and administrative intent, it left the way open for federal determination of what "affirmative steps" were acceptable under Title VI.

Following the *Lau* ruling the Office of Civil Rights of HEW issued informal guidelines, called "*Lau* remedies," which schools might take to provide equal educational opportunity for students of limited English-speaking ability. While the remedies did not mandate bilingual education, they specifically rejected the sole use of ESL at the elementary level as an instructional technique for students who spoke either little or no English. This was tantamount to requiring that bilingual programs be established, with ESL as a component, unless the schools could produce an equally acceptable alternative.

The Court's decision and the *Lau* remedies provided the underpinning for



lawsuits brought by organizations speaking for the rights of children from linguistic minorities, resulting in a number of court-mandated bilingual programs. In addition, under the influence of *Lau*, the Bilingual Education Act, when it was reauthorized in 1974, minimized the compensatory aspects of the program and stated that the aim of the Act was to “establish equal educational opportunity for all children.”

In other ways *Lau* had far-reaching effects. It spurred the passage of many state bilingual education laws, overturning the prohibition against foreign-language teaching in the lower grades that had been in effect since World War I. And it stimulated, along with the federal Bilingual Education Act, activity around the country in linguistic, educational, social science, and legal research, in curriculum and materials development, and in teacher training, in the process giving rise to a whole new educational movement.

### *The Hispanic involvement in bilingual education*

Of all linguistic minority groups, Hispanic Americans, by virtue of their numbers in the population if for no other reason, would seem to have the most at stake in the survival of bilingual education. Most of the advocacy work in the field has been conducted by Hispanic parent groups and by organizations such as the National Association of Bilingual Education, the Mexican American Legal Defense and Educational Fund, the Puerto Rican Legal Defense and Education Fund, the Chicano Education Project, and Aspira of New York. Many see bilingual education as the single most effective mechanism at their disposal for focusing public attention on the educational plight of Hispanic children, for seeking redress for decades of discrimination against them by the schools, and for preparing them to succeed in the mainstream while promoting respect for their native language and cultural identity.

Estimates of the population of Hispanics in the United States are various. Difficulties stem from the failure of earlier censuses to make a full count of Spanish-surnamed residents and the impossibility of knowing how many undocumented workers of Hispanic origin are in the country at any given time. Nevertheless, assuming that there are possibly 3-to-6 million of the latter, the total number of persons of Hispanic background on the mainland is probably not less than 16 million, making up approximately 7 percent of the total population. A recent Congressional study of immigration has noted that more than one-third of all legal immigrants entering the country since 1965 have been Hispanic; the highest rate of unauthorized entry is also among this group. These and other demographic trends suggest that Hispanics may well be the nation's largest minority group by the end of the decade.

The term Hispanic applies, of course, to several distinct subgroups within the larger community. Nearly 60 percent, or some 7.3 million persons, are Mexican American. While perhaps as much as a third of the Mexican-American population is descended from citizens living in Mexican terri-

tory annexed in 1848, the majority appears to stem from later immigration, especially that which took place after 1920, following the Mexican revolution. The latest wave of immigration began in the late 1950's. Traditionally resident in the border states and other parts of the Southwest, Mexican Americans are also found in increasing numbers in the Midwest and Northwest.

The second largest subgroup is composed of people whose origins lie on the island of Puerto Rico. Some 1.7 million Puerto Ricans now reside on the mainland. Concentrated in the Northeast, more than a million live in New York City alone, although Chicago and Miami have growing Puerto Rican communities as well.

A third subgroup is the Cubans, most of whom came here in the early 1960's following the Communist revolution in their country. Living mainly in the Miami area, they now number close to 800,000.

A fourth subgroup, in addition to those descended from older stock originating in Spain, includes a rapidly growing new community of immigrants from the Caribbean and now Central and South American countries (other than Cuba and Mexico) such as the Dominican Republic, Ecuador, and Colombia. This group is believed to number around 2.2 million and, like the Puerto Rican community, is largely resident in the Northeast.

Hispanics, then, are an exceedingly heterogeneous population. What they have in common, however, far outweighs the differences among them, and this is a broad sense of ethnic identity based on allegiance to a shared mother language and culture. This sense of Hispanic identity is constantly being reinvigorated with persistent high rates of immigration and by the continual circulation of Hispanic peoples, especially Puerto Ricans and those of Mexican descent, to their home lands and back.

The very size and dominance of one linguistic and cultural group stands to have profound implications for educational policy in the United States. School enrollments of Hispanic children in some of our major cities alone tell a vivid story: In New York City, they currently comprise 30 percent of the school population; in Los Angeles 45 percent; in San Antonio 52 percent; in Miami 32 percent; in Denver 31 percent; in Hartford 35 percent. In the face of these figures, the question of how best to meet the educational needs of the children, a large proportion of whom speak only Spanish or are not sufficiently proficient in either English or Spanish, becomes one of paramount importance for the country in the years ahead.

Unfortunately, Hispanic children as a whole have not fared well in the public education system. Typically they are two to three grade levels behind other students. A mere 30 percent manage to complete high school. Nationwide, in urban ghetto areas, the school dropout rate for Hispanics reaches as high as 85 percent. Less than 7 percent have completed college. In 1975-76, Hispanics received only 2.8 percent of the B.A. degrees awarded, 2 percent



of the masters degrees, 2.6 percent of the law degrees, 2.3 percent of the medical degrees, and 1.2 percent of all doctorates.

Not surprisingly, the income figures for Hispanics are very low. In 1978, Hispanic Americans in general had a median annual family income of \$12,600, compared with \$17,600 for the nation as a whole. Puerto Ricans were the worst off, with a median family income of only \$8,300 and 30 percent living in poverty. At the next level were Mexican Americans, with a median family income of \$12,800 and 12 percent in poverty. Even the Cubans, who brought with them a professional class and benefited from substantial aid by the U. S. government, had a median family income of only \$15,300 with 10 percent in poverty. Only 8 percent of Hispanics held professional and technical positions, compared with 16 percent of nonHispanics. Most were found in low-paying jobs in the service and manufacturing industries and in agriculture.

To be sure, the schools cannot alone be blamed for the dismal record of academic and economic achievement among Hispanics. Many Hispanic newcomers have tended to be poor, uneducated, and untrained for skilled jobs when they came here. They have been hindered in economic advancement by the language barrier, by their congregation into rural, suburban, and urban barrios, and by the cultural differences that have served to isolate them from the American mainstream and perpetuate their low social status.

But whatever weight may properly be given to the background of Hispanics themselves, the factor of discrimination must surely assume a major share of the responsibility for the academic problems of Hispanic students. Schools, as transmitters of society's values, in a variety of ways have made a signal contribution to the school performance rates of Hispanics—by shunting Spanish-speaking children from poor families into educational tracks designed for low achievers, by classifying them as mentally retarded or emotionally disturbed, by denigrating their Hispanic heritage, by giving them the message that they cannot, or are not expected to, succeed. In short, the public education system as a whole has neither welcomed Hispanic children nor been willing to deal with their learning problems in any effective way.

Since, however, there is a clear correlation in this country between educational achievement and socioeconomic status, and since a high percentage of the Hispanic population is young—42 percent are under age 25—Hispanic parents and leaders, despite the past record of the public schools, place great hopes for the future of their communities on the schools' ability to educate their children. A principal tool they have chosen in order to achieve this is bilingual education.

#### *The record to date*

How, then, has bilingual education served Hispanic children under the impact of federal legislative, judicial, and administrative action?

The answer is a mixed one. The bilingual education movement has un-

questionably shown remarkable growth and energy over the past 12 years, propelled along by Hispanic leaders and some educators and policy makers. But its proponents have had reason to despair over the many problems of implementing it effectively on a broad scale. In this regard the recent history of bilingual education is probably not too different from that of Head Start, Follow-Through, and other educational inventions of the Great Society intended to help disadvantaged children. Similarly, bilingual education now finds itself on the defensive. Three years remain before the Bilingual Education Act comes up for reauthorization, and in that time, all those who believe in it will be under obligation to prove its worth to an increasingly skeptical public.

The federal effort in bilingual education was originally seen by its sponsors almost exclusively as a means of correcting English-language deficiencies in primary-school children, with the rationale that it could help them make the transition from the mother tongue to English and promote assimilation into mainstream education. It has therefore been viewed largely as a compensatory measure for students who have fallen behind or who are likely to do so. It has *not* had as its central aim the fostering and maintaining of competence in two languages, although some federal monies have in fact been used for what have turned out to be "maintenance" programs, and school districts are free to implement two-language instruction through all grade levels if they choose.

Little, however, has been known about the exact nature of such programs and their progress in achieving their academic and linguistic goals, and much of the fault, it appears, can be laid to laxity in federal planning and supervision. As one researcher pointed out, before 1978 less than .25 percent of Title VII funds were spent for basic and operational research on bilingual education; a good deal of the existing evaluation research, moreover, has been judged worthless. The first Bilingual Education Act included no funds for research at all. The emphasis, it seems, was on immediate action, without much prior understanding of what measures should be taken with children showing varying degrees of proficiency in speaking, reading, writing, and comprehending English.

In fact funding for research has greatly expanded recently. The federal government spent \$2 million for research in 1979; \$4.6 million is being spent in 1980; and appropriations total \$6 million for 1981. Additionally, evidence is mounting that, in favorable circumstances, programs of high quality do meet the goal of providing equal educational opportunity for students of non-English-speaking backgrounds. A 1978 review of program evaluations by the Center for Applied Linguistics found at least 12 programs in which bilingual education students performed as well (or better) on tests of reading, writing, math concepts, and social science, and other measures as comparable groups in regular classes. Attendance figures for bilingual students were in general



higher than would otherwise have been the case, and there were indications that many students showed a positive attitude toward the programs and their academic capabilities.

A study of evaluation reports of bilingual programs in Colorado showed that such programs had been generally effective in improving the English reading skills of students as well as improving school attendance and dropout rates. They also helped bring about greater parental involvement in school programs.

Other long-term studies suggest that bilingual instruction may have a cumulative effect, with results that may not show up in short-term, one-year-at-a-time evaluations. This is a critical point, which suggests that bilingual education, as with other special programs for educationally disadvantaged students, must be given a longer time to work than had been thought.

Perhaps the most interesting research, which may have a bearing on the American experience, is a study of Finnish immigrant children in Sweden. These children were more likely to approach the norms of Swedish students when they emigrated to Sweden around the age of 10 or 12, *after* they had five or six years of education in their native language in Finland. There is much anecdotal evidence to suggest, too, that Mexican children who emigrate to the United States after the sixth grade out-perform Mexican-American children who have been in the country since the first grade. Apparently, submersion in a second language before these children reach the age of 10 can exert a "destabilizing" effect on the development of their native language as a tool for mastering cognitive concepts, with the result that they become semi-lingual—not fully competent in either language. Since this condition applies to a large number of Hispanic children, who like the Finnish are members of a dominated minority group, such findings indicate that the students would fare better if they received instruction entirely in their native language for the first few grades before shifting into English.

Another serious problem has been the lack of adequately trained teachers. Teaching in two languages needs special preparation: a teacher who happens to be bilingual is not automatically qualified to undertake bilingual instruction; nor is a monolingual teacher who has taken a few courses in a second language up to the job. Yet, before 1974, no federal monies were appropriated for preservice teacher training, and only in 1978 were Title VII funds allocated for fellowship programs at the doctoral level.

In addition, determination of *Lau* violations by HEW and enforcement of remedies to comply with the law have proceeded slowly. Schools have been required to meet the needs of linguistically different children whether or not they receive federal assistance for the purpose. Thus, schools blame budgetary constraints for their failure to comply, and HEW, leery of applying the extreme measure of withholding funds, has allowed investigations to languish. Lack of government monitoring has also apparently permitted infractions in some schools that ostensibly have complied.



Practically speaking, then, the *Lau* remedies have not thus far had much direct effect; the leverage has consisted mainly in the implicit threat of sanctions. This may change in the future, however: monitoring and enforcement efforts have stepped up, and proposals to revise and formalize the *Lau* guidelines are under consideration. If approved, the new regulations would specifically mandate bilingual programs at both the elementary and secondary education levels, and children who have comparatively limited proficiency in either their home language or English would be covered—a measure that could vastly increase the numbers receiving bilingual instruction.

An influential study of Title VII projects begun in 1976 and sponsored by the Office of Education (OE) produced striking indications of many poor programs in the country—programs that were producing no academic gains for students or, in some cases, were actually allowing them to fall behind. This study was justifiably criticized for flaws in the research design, but it nonetheless dealt a blow to bilingual education's reputation.

Under the impact of the OE study, and in consultation with organizations working in the field of bilingual education, the guidelines for the 1978 Amendments to the Bilingual Education Act were strengthened. In addition to committing substantial funds for research and teacher preparation, the Act now covers linguistically different children who not only have difficulty speaking and understanding the English language but who need help reading and writing it. At the same time, it limits funding largely to programs aimed at helping children achieve competence in the English language, rather than, as in the 1974 Amendments, helping them “progress effectively through the school system.” They affirm the desirability of parent involvement in decision making. They also allow for up to 40 percent of the participants to be children whose first language is English, and they authorize more money for curriculum development. Finally, the guidelines require that applicants demonstrate that federal grants would gradually be replaced by local or state funds to help achieve a regularly funded program.

### *The prospects for bilingual education*

Whether measures to bring about needed reforms in the implementation of bilingual programs succeed or fail, the *Lau* ruling will of course remain in effect. Schools will still have to meet the needs of linguistically different children and provide them with a meaningful education that meets the requirements of Title VI of the Civil Rights Act. On these grounds alone, it seems likely that some form of bilingual education will continue to be included among the methods chosen to deal with the language difficulties of these children—unless there is another major court decision that reverses or modifies the earlier ruling.

Whatever happens, the fact remains that at least 1.75 million Hispanic children have limited proficiency in English and need some form of special

language assistance before they can fully participate in the educational system. Since neither quick submersion in regular classes nor ESL alone has worked well with children from low-income, nonEnglish-speaking backgrounds, teaching such youngsters in their first language while they are learning English would appear to be a sensible alternative.

There is also the reality that many Hispanic organizations and parents want bilingual programs for their children, not only to help them master English-language skills but to help them maintain their first language. They have built an effective national constituency for it, with a leadership that has played a significant part in the formation of bilingual education policy. The growing Hispanic population and its increasing voting strength make this a group that all levels of government must reckon with. If Hispanic citizens press for bilingual programs, then educators and policy makers cannot avoid listening.

Furthermore, bilingual education has afforded Hispanic adults a significant route to social mobility and economic security. It has created bilingual teachers, administrators, bureaucrats at all government levels, curriculum developers, and researchers—the whole range of bilingual personnel needed to run this important new educational movement. In the process, it has established positive role models for young people, holding out for them new types of satisfying career prospects.

Additionally, bilingual education has served as a stimulus for Hispanic parents to begin playing an active role in the schools, for the first time taking part in decisions affecting the quality of education their children receive. Whatever the results in the strictest terms of academic performance, bilingual education, they believe, has already helped to improve the way in which the educational system deals with their children. Schools have been less quick to shunt youngsters into low educational tracks or treat them with disrespect. Many parents are convinced that without bilingual education, the schools will go back to their former behavior, so they will continue to fight for it.

Then, since the concept of language rights has gained a recognized legal status, and since Hispanics are enjoying a more visible pride in their heritage, the use of Spanish in the schools has acquired great symbolic value. Hispanics can look forward to the day when their native language is no longer regarded as inferior, when it no longer offers the excuse for an ethnic slur and a means of destroying the self-confidence and self-esteem of a child.

Altogether, bilingual education has served as a vehicle to enable Hispanic people to press for their language rights at the same time giving them a major point of entry into all other issues having to do with opportunities and rights for Hispanics, and providing an avenue for their participation in the political process through election to school boards and other offices.



Beyond these current trends there is, however, a broader context for thinking about bilingual education as an appropriate response to the educational needs of Hispanic children. One aspect of this concerns our special relationship with Puerto Rico and Mexico—a relationship established through two wars.

The United States annexed Puerto Rico in 1898 following its war with Spain. In 1917 the inhabitants became American citizens, albeit second-class citizens by virtue of Puerto Rico's status first as a U. S. territory and then as a commonwealth. Subsequently, the United States vacillated in its attitudes toward an English-language policy in Puerto Rican schools, causing a great deal of hardship for children and their families. Then, in 1947, it finally and officially declared the island Spanish-speaking in recognition of the reality and the desire of the people. Economic distress on the island after the Second World War brought millions of Puerto Ricans to New York City and elsewhere in search of jobs. Since 1970, however, there has been a consistent trend of net return migration. This two-way migratory flow has allowed mainland Puerto Ricans to sustain their ties to the island, but in doing so it has slowed the process of adaptation to American life and exposed Puerto Rican children to learning problems and discriminatory treatment in the schools. On the island, the so-called Neo-Rican children returning from the mainland are facing similar learning problems and discrimination.

Bilingual education would seem to be one obvious answer for dealing with these children. The argument for it can be made on practical grounds alone, but the claim for special treatment also gains emotional and political force because Puerto Rico is simply part of this nation. Following the Supreme Court's decision on *Lau*, a case brought by Aspira of New York against the New York City Board of Education was resolved by a consent decree mandating the implementation of bilingual education in city schools. Unfortunately, the law has proved difficult to enforce, and it covers only those students who are dominant in Spanish; it does not apply to children who are semi-lingual. Only in 1978 were federal funds finally authorized to help such children in Puerto Rican schools. Bilingual education for Puerto Rican children is obviously still more a goal than a reality.

The United States acquired half of Mexico's territory at the close of the Mexican-American War in 1848. At that time approximately 75,000 Mexicans living in what became U. S. territory were given the choice of becoming Americans or leaving the country. Most chose to stay. Although the treaty arrangements did not expressly guarantee the rights of the new citizens to retain their customs and language, the governments of the territories (later the states) of New Mexico, California, and Colorado acknowledged their constitutional obligations to Spanish-speaking citizens. Early legislative ses-

sions were conducted in both English and Spanish. The 1891 constitution of the New Mexico territory mandated public bilingual education.

Subsequently, however, Mexican Americans came to be mistreated by their adopted country. In Texas, after the Civil War, no provision whatsoever was made for the education of Mexican-American children. When they were eventually allowed into the schools, they were segregated from Anglo children because of their "language handicap." Considered by school authorities to be children of an inferior race, they were often punished for speaking Spanish, heard their names involuntarily Anglicized, and saw their cultural background systematically ignored in textbooks. Indeed, with the exception of blacks and Native Americans, no other ethnic group has been subjected to quite the same combination of racial and cultural insult as the Hispanics of the Southwest. Prior to 1940 it is estimated that only 1 percent of Mexican-American children of school age was actually enrolled in school.

This history is deeply etched in the minds of the present generation of Mexican-American leaders and encourages them to regard bilingual education as an instrument for redressing the wrongs of the past. Their attitude stems not only from the experience of the last century but from the knowledge that Spanish speakers were among the first immigrants to this country. The chronicles of the Spanish explorers of the 1500's predate those of the British. The names of important cities, towns, and states are a constant reminder of early Spanish settlements and governance in what is today the United States, reinforcing the feeling that Mexican Americans have a right to public recognition of their language.

Another aspect of our relationship with Mexico which has a bearing on bilingual policy concerns the influx of undocumented workers from there into the United States. The current wave began in the late 1950's and accelerated in the mid-1960's with the cancellation of a series of bilateral agreements which had allowed Mexican workers to come to this country for short periods of time and protected their rights to some extent while they were here. Since then, millions of Mexicans, attracted by the promise of jobs, have entered this country illegally, settling mainly in urban areas where they are vulnerable to abuse and exploitation. On the one hand, they are accused of taking jobs which rightfully belong to American citizens, including Hispanic Americans; on the other, they are said to fill jobs that no one else will take. To some extent their hidden presence places a burden on public services, such as the educational and health systems, because they are not counted in the formulas that determine eligibility for funding under federal and state aid programs. At the same time, they may be contributing more to the economy than they take from it: a U. S. Department of Labor study estimated that 77 percent pay social security taxes, the benefits of which they are unlikely to collect, 72 percent have federal income taxes deducted from their wages, all pay local



and state sales taxes on consumer purchases, less than 1 percent are on welfare, and less than 8 percent appear to have their children in school.

Any solution to this situation will have to be worked out between Mexico and the United States and necessarily will be long in coming; it will not diminish migration to the north in the near future. In the meantime, something must be done to educate the children of illegal immigrants. Those who are born in this country are of course American citizens and entitled to a public education. That scarcely 8 percent of children of undocumented workers here are in school, however, should be no cause for satisfaction, for many of them will remain in this country permanently and grow up unprepared to compete in our increasingly technological society. The state policy in Texas of excluding children of illegal aliens from public schools has been challenged by Mexican parents, and the case is currently being reviewed in a federal district court. The state argues that any requirement to educate these children would siphon off resources from American citizens and that the schools, at least in the border area, cannot afford it. Just how much effect any liberalization in the state law would have on the actual enrollment of Mexican children remains to be seen, but the implications for educational policy seem clear and point toward forms of special language assistance that involve the use of Spanish, the only language most of these children speak.

Another perspective that bears on the schools' use of bilingual education has to do with the radically changed economic and social conditions of today as against those of the past and the circumstances in which Hispanics find themselves competing with other groups for jobs and a decent life.

Prior to the First World War the country needed large amounts of cheap labor, and it encouraged immigrants to come here by the millions. Jobs existed not only for them but for their children. Compulsory education existed in name only, and the school-leaving age was 12. If foreign-born students could not succeed in school, there was an immediate place for them in the factories or on farms. No one was surplus; everyone was needed.

It was only later, after the First World War, after there was a glut in the labor market of unskilled workers and immigration was restricted, that our rapidly advancing technological society began to need a better educated labor force. Then the schools took on a new importance, opposition to the new child labor laws and to compulsory education declined and disappeared, the school-leaving age was raised to 16, and immigrant families began to make the sacrifices necessary to see that their children got the high school credentials that would ensure their future success. The phenomenon of rising educational levels entered a wholly new phase after the Second World War, when an enormous demand developed for higher education, and a college degree came to be recognized as the minimum qualification for many jobs. Millions of young people whose parents had not attended college or even finished high school, including many who were the children or grandchildren of immi-

grants, flocked into higher education as it changed rapidly from an elitist institution to a vast democratic enterprise.

Poor people of Hispanic background, however, have come to this country late in the day, into a highly developed, mature society, offering less of the opportunity to build a nation enjoyed by new arrivals at the turn of the century. Their difficulties have been compounded by racial prejudice, by the language barrier, and by their isolation into segregated neighborhoods and schools, locking many of them into low-level, marginal jobs. Thus, even though the economic rewards are still great enough to encourage continued heavy migration, the promise of social mobility for the less educated has greatly diminished.

Bilingual education is certainly not a total panacea, but if it proves an effective measure for helping Hispanic children to develop the self-confidence and ability to perform well in school and stay there until they gain the needed credentials, then its implementation on the widest possible scale may be justified, for the alternatives are bleak indeed.

Working in favor of such special efforts to see that Hispanic students succeed are demographic trends. Hispanics, with their relatively high fertility and immigration rates, are producing a significant and growing part of today's relatively small cohort of children on whom the burden later of an aging American society is going to be exceedingly heavy. It may be asked whether in these circumstances the country can continue to afford treating any proportion of its youth as expendable. If not, we should not deceive ourselves into thinking that in furthering the education of Hispanic children we would be doing it out of the goodness of our hearts; we would be doing it for ourselves as well.

In at least one other respect conditions have changed from earlier days. A large proportion of the 13 million people who came here between 1900 and 1914 to meet the demand for cheap labor were from southern and eastern Europe. Growing fears that they would dilute the "basic strain of the population" and turn the United States into a "collection of foreign colonies" to some extent overlapped the anti-German sentiment already referred to and helped foster the Americanization program in the schools.

Perhaps such a policy, with the sacrifices exacted in human welfare and cultural enrichment to the nation, were necessary when a sense of nationhood had to be forged out of a multilingual, multicultural population. But the question can certainly be posed as to whether today's circumstances do not warrant a more humane approach to the education and acculturation of linguistic minorities. Are we not secure enough in our national identity to risk some relaxation of our earlier prohibitions and tolerate the kind of cultural and linguistic pluralism Hispanics are seeking without feeling that the cohesiveness of the nation is threatened? Should we not accept the assurances of Hispanic leaders that their goal is not separatism but simply the right to



become active participants in the nation's economic, social, and political institutions without abandoning the language and culture that mean so much to them? If bilingual education offers adults and their children an opportunity for achieving this kind of participation, should this opportunity be denied them?

Looking into the future, there is another way of assessing the value of instruction in two languages in schools at the elementary level. One consequence of the elimination of bilingual education during the First World War was to create our national bias against foreign-language acquisition and to make respectable our ignorance of other societies. In its late 1979 report, the President's Commission on Foreign Language and International Studies stated that, "America's incompetence in foreign languages is nothing short of scandalous, and it is becoming worse . . . ." To Commission members and many other observers of international affairs, the decline of foreign-language facility and teaching generally in the country is symptomatic of a short-sighted and dangerous ethnocentrism that has infected the nation. Pitifully few Americans can converse in a foreign tongue or read a foreign newspaper even where the language is one used by their parents or by themselves in childhood. Members of bilingual as well as monolingual groups in the United States are often surprised to learn that there are many nations where bilingual education is normal for all students and where the ability to speak more than one language well is a *sine qua non* for entry into the business, professional, and administrative elite of the society.

The most obvious corrective for the woeful situation in this country, of course, would be greatly increased foreign-language instruction for all children, starting at the elementary level and continuing through high school, and the most obvious choice of language in many regions would be Spanish. Today, the United States has the fourth largest Spanish-speaking population of any country in the western hemisphere. New York has the fifth largest Spanish-speaking population of any city. It is projected that by the 21st century two out of three inhabitants in the western hemisphere will be of Latin American extraction. More persons will speak Spanish than any other language of the Americas, including English. Spanish-language fluency in New York City and elsewhere has already become an advantage in employment opportunities. In all, a favorable environment is being created for the acquisition and maintenance of Spanish-speaking skills among members of the Spanish *and* Anglo communities, regardless of whether the Spanish language is taught in the schools.

The growing recognition of the importance of foreign-language acquisition is not inconsistent with the opinion of many Hispanic proponents of bilingual education, who believe that it should not be for their community alone, with the sole objective of assimilation into mainstream America, but should be for *all* children, English-speaking as well as Spanish-speaking, to help prepare them for the world of the future. Only when bilingual education becomes a



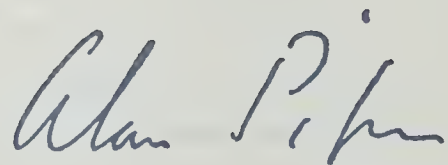
desirable choice to English speakers, they add, will the movement be relieved of its stigma of being a compensatory program to help the disadvantaged and be protected from funding cutbacks and threats of extinction.

### *Final thoughts*

These pragmatic and broad historical and philosophical arguments, however, are not alone sufficient to justify the continuation of the bilingual education experiment as it is now conceived. Such a justification can only come from solid evidence that this new technique is succeeding—directly by improving the capacity of Hispanic children to learn *in English* and indirectly by stimulating parents and schools to give more serious attention to the educational needs of these youngsters. What is needed, now, is a determined effort by all concerned to improve bilingual education programs in the schools through more sympathetic administration and community support, more and better trained teachers, and a sustained, sophisticated, and well-financed research effort to find out where these programs are succeeding and where they are failing and why.

It goes without saying, therefore, that advocates of bilingual education should be wary of advancing rationales for it that go beyond its strictly educational purpose of helping children acquire the intellectual skills they will need to compete successfully in the American mainstream. Such arguments, surely, will simply exacerbate the considerable hostility that already exists toward bilingual education and heighten the resistance evident today among more affluent white Americans to any public expenditure aimed at improving the schooling of poor children of minority background. That trend, which has economic, racial, linguistic, and geographic dimensions, is already cause for deep concern, since its chief victims are children.

As for Hispanic children, their education is far too important a matter to be left to chance, vague hopes, rhetoric, or politics. All of us have an undeniable stake in their induction into the larger American society and their preparation to be effective, productive citizens. They are an inescapable part of the nation's future and therefore of all our futures.



President

The  
report on  
program



## List of grants

During the year ended September 30, 1979, the trustees appropriated \$12,284,722 for grants. This figure includes \$888,390 for the International Program. The Corporation made a total of 104 grants, including 27 to schools, colleges, and universities, 73 to other organizations, and 4 for projects administered by the officers.

The charter of the Corporation provides that all funds are to be used for "the advancement and diffusion of knowledge and understanding." Grants must be broadly educational in nature but are not necessarily limited to the formal educational system or to educational institutions. The foundation has made it a policy to select a few areas in which to concentrate its grants over a period of years. These areas are described in succeeding pages under the headings of higher education, early childhood, elementary and secondary education, public affairs, and the International Program. Grants that do not fit easily into these categories are listed in Other Grants.

The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for the basic operating expenses or facilities of schools, colleges, or day care centers. Nor does it provide general support for social service agencies. Its program in health care and medical education was phased out several years ago.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation's current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment.



## Higher education

The problems that American higher education will face in the decade of the eighties are legion: declining enrollments, competition for students, financial jeopardy for institutions, impact of inflation, survival of private higher education, coordination of state and federal regulation, threats to institutional autonomy, shortages of academic jobs for young scholars, possible loss of scientific research base in universities, problems of research libraries, public skepticism about the value of higher education, effects of faculty unionization, loss of institutional diversity, continuing struggle over affirmative action, debate over general education, and academic standards—the list goes on.

With its limited resources, the Corporation obviously cannot address all these problems, nor can it make many, if any, grants to individual institutions concerned solely with their survival. It is interested, however, in the search for long-range solutions to the problems created by the projected enrollment decline and increasing financial constraints. Toward this end, the Corporation has made grants to groups of institutions working together for particular purposes, and it is encouraging a number of efforts by colleges, universities, and educational organizations to improve their productivity without sacrificing educational quality. Perhaps the major effort within this program concern has been to find ways of strengthening the research libraries of the nation through cost-effective cooperative projects.

For many years, the Corporation has sought ways to increase opportunities for individuals of all ages and backgrounds to obtain college degrees. The emphasis has been on so-called nontraditional study—off-campus degree programs for adults, the assessment of experience-based learning, the evaluation for college credit of courses offered in noncollegiate settings such as business and industry, as well as the provision of career counseling and information services for adults seeking higher education. This attention to nontraditional study will continue since the need has not lessened and since colleges are in need of new markets as a result of the anticipated shrinkage in the traditional age group of college students.

Cutting across most of the Corporation's higher education grants is a commitment to improve educational opportunities for minorities, women, and other groups that have been outside the mainstream of higher education. The need for this effort will not disappear in the upcoming decade and indeed some of the accompanying problems will be exacerbated. For example, academic careers for minorities and women will be in short supply; and black colleges, which in various ways the Corporation has supported for many years, find themselves in a particularly difficult situation. There is also likely to be

increasing attention paid to programs designed to assist educational institutions in meeting the needs of working women.

From time to time the Corporation has contributed fellowship support to the American Council of Learned Societies, the Social Science Research Council, and the Carnegie Institution of Washington for basic research in the humanities, social sciences, and natural sciences. Other than these grants, however, the Corporation is not providing support for scholarly research, except as it might relate to other program interests.

#### *Nontraditional study*

##### **Clearinghouse for Community Based Free Standing Educational Institutions**

\$154,500

Established in Washington, D. C., in 1976, the Clearinghouse for Community Based Free Standing Educational Institutions comprises 35 independent, non-traditional educational institutions that serve primarily minority and disadvantaged students. The Clearinghouse is using this three-year grant to design and implement a model technical assistance system for helping independent community-based institutions achieve accreditation and thus eligibility for federal funds; to develop and test program evaluation criteria that are appropriate to community-based education; and to increase the ability of accrediting associations and the U.S. Office of Education to work effectively with community-based institutions. At least 12 member institutions that are not yet accredited will be assisted through this project. Also planned are a series of guides on various aspects of the accrediting process and a manual on how to develop a community-based educational institution.

##### **Bard College**

\$50,300

Simon's Rock, the recipient of two Corporation grants, was founded 12 years ago in Great Barrington, Massachusetts, as an early college embracing grades 11 through 14 and offering both A.A. and B.A. degrees. Unfortunately, because the early college concept is still not well established within the conventional education system, Simon's Rock has had difficulty attracting enough students to keep it financially viable. For this reason, it has merged with Bard College in Dutchess County, New York, which has a distinguished tradition in liberal arts education. Bard College is using these funds to help pay the costs of several activities associated with the merger, including legal fees and new recruitment initiatives, and is developing joint administrative and faculty procedures.

##### **University of Maryland**

\$39,300

The mission of the University of Maryland's University College is to provide students with alternatives to full-time, classroom-centered programs. Among the options it offers is an external degree based on the British Open University



multimedia curriculum that uses televised instruction and other nonprint methods of teaching. In cooperation with the Maryland Center for Public Broadcasting, the College now plans to expand its learning system by making the television component available to public broadcasting stations in other states. Four-year institutions, working in conjunction with local participating stations, would be able to deliver a full range of educational services. Before launching this undertaking, the College is conducting a feasibility study to determine, among other things, the level of interest among colleges, universities, and public broadcasting outlets. The Corporation is paying for research and administrative expenses associated with the study, and for the development of one pilot course for nationwide distribution.

**British Open University Foundation**

\$15,000

Established in England in 1969, the British Open University offers a home-study program leading to an undergraduate degree that utilizes radio, television, and written materials. Since 1977 it has operated the New York City-based British Open University Foundation, which serves as a resource center for American educational, business, and other institutions interested in learning about Open University operations. The Foundation also helps set up joint course production between American institutions and the University. This grant, along with funding from the Alfred P. Sloan and Exxon Education foundations, is contributing to the Foundation's budget for one year. The Corporation is committed to awarding the Foundation an additional \$15,000 in 1980 and 1981 if its support is matched by the University.

**College for Human Services (CHS)**

\$14,640

CHS in New York City is a federally supported work-study program that enrolls approximately 200 low-income and unemployed adults, 90 percent of whom are black or Hispanic. Its aim is to prepare students for professional careers in human service occupations. Students attend classes two days each week and then work three days at jobs in various service agencies such as hospitals, legal aid centers, and senior citizens' organizations. Undergraduates may earn a two-year Associate in Arts degree or a Bachelor of Professional Studies degree after five years. CHS, which recently opened branches in California and Florida, used this grant to engage consultants to design more efficient management procedures for the institution and develop long-range plans for its future.

*Increasing higher educational opportunities for minority-group members and women*

**Association of American Colleges (AAC)**

\$350,000

AAC's Project on the Status and Education of Women was established in 1971 with funds from the Corporation, the Danforth Foundation, and the Exxon



Education Foundation. Under the direction of Bernice Sandler, it has become the central source of information about governmental and institutional policies and practices relating to women in higher education. College and university personnel, federal policy makers, women's groups, and interested individuals regularly receive up-to-date information concerning the implementation of federal laws and regulations and developments on campuses leading to the elimination of sex discrimination in educational institutions. This grant is providing partial support for the Project's activities over three years. Additional funding has been given by the Ford Foundation.

### **Radcliffe College**

\$273,150

For most academic women, the tenured ranks of higher education institutions still present a significant barrier to career advancement. Corporation support in 1976 enabled Radcliffe College to inaugurate a fellowship program giving selected untenured faculty women from colleges and universities in the greater Boston area the opportunity to undertake research and writing, develop needed professional experience, and obtain the visibility and credentials necessary to compete for the relatively few tenure positions that become available. Radcliffe is using this four-year grant to expand the program, which is conducted by the Mary Ingraham Bunting Institute (formerly the Radcliffe Institute), by inviting 12 women from research universities across the country to work at the Institute on a two-year, part-time basis, or for one full academic year. It is hoped that, in addition to making a crucial difference in the careers of these women, the program will help pave the way to tenure for other junior faculty women.

### **Wellesley College**

\$138,450

In 1977 Higher Education Resources Services (HERS), an academic referral and placement service for women Ph.D.s located at Wellesley College, used Corporation funds to develop a model for group counseling workshops and subsequent self-help networks, called "career cooperatives," which are designed to help academic women learn about available jobs and strategies for obtaining them, particularly in nontraditional fields. To date, HERS has conducted approximately 20 workshops at institutions around the country and developed related materials ranging from preparation of a curriculum vita to building professional contacts. This two-year grant is enabling HERS to produce additional workshop materials, including some on researching careers in business and government, and to evaluate the usefulness of the program for different types of participants.

### **Wellesley College**

\$100,000

The Center for Research on Women in Higher Education and the Professions was established by Wellesley College in 1974 to serve as a bridge between

researchers and educators interested in promoting educational and economic opportunities for women. It sponsors conferences to bring together scholars, counselors, employers, and other persons who work with women in educational and job settings to exchange information and discuss research priorities. The staff of the Center also undertakes small-scale research projects to explore areas for further policy-related studies. Current efforts focus on three major issues of importance to women: employment, higher education, and the relationships between family life and work. Two earlier Corporation grants totaling \$351,700 helped launch the Center and provide general support. These additional funds are being used over a two-year period.

**University of New Mexico** \$81,400

The University of New Mexico, which has a large Hispanic and Native American enrollment, is using this grant to develop a directory of all major sources of federal and private funding of higher education programs designed to service students from these backgrounds. The directory, based on a national survey being conducted by the University, will cover program objectives, financing, academic level, and other details, and will report on outcomes such as institutional attrition rates and the number of job placements attained by graduates. The University of New Mexico Press will publish and disseminate the directory to a variety of organizations including community groups, student bookstores, foundations, and public agencies. An advisory board of educators and representatives of both Hispanic and Native American communities is providing guidance for the project.

*Encouraging more effective use of resources*

**League for Innovation in the Community College** \$263,100

The League for Innovation in the Community College is a national consortium of 18 community college districts encompassing 52 institutions that together enroll almost 1 million students. Since its founding 10 years ago, the League has worked toward increasing institutional productivity as a means of keeping pace with the rising costs of delivering educational services. To help meet this objective, the consortium has established the Community College Productivity Center, housed within the Dallas County Community College District. It is assisting League members to plan, implement, and evaluate practices designed to raise productivity rates and to disseminate information about these efforts to community colleges throughout the country. The Center's current activities focus on three issues: student attrition, energy consumption, and the efficient use of staff. Under the guidance of the Center, and assisted by an advisory committee of leaders in the field of higher education, member districts are undertaking projects aimed at achieving improvement in these categories. The Corporation is contributing to the Center's budget over a period of three years.



**Associated Colleges of the St. Lawrence Valley**

\$158,000

The upstate New York consortium of Clarkson College of Technology, St. Lawrence University, the State University Agricultural and Technical College at Canton, and the State University College at Potsdam is known as the Associated Colleges of the St. Lawrence Valley. Since its establishment in 1970, the consortium has instituted several cooperative arrangements, such as cross-registration and exchanges of research equipment. This two-year grant is enabling the Associated Colleges to undertake more formal inter-institutional planning. Under the supervision of an academic resources board composed of the colleges' four deans of arts and sciences, four faculty members, and the consortium director, two cycles of curriculum redesign are being initiated: the first directed at the natural and physical sciences and the second at the humanities and social sciences. Each cycle is expected to take about two years and result in increased intercampus faculty utilization, improved scheduling of courses for greater student access, and other cooperative actions.

**Council for Interinstitutional Leadership (CIL)**

\$15,000

One of the unanswered questions about interinstitutional cooperation in higher education has been whether or not consortia are effective in bringing about cost savings while maintaining quality education. A 1977 grant enabled CIL, a consortium of consortia representing more than 500 institutions, to begin an analysis of actual savings achieved by consortial activities. The project's first challenge was to develop the methods for measuring cost savings in such diverse undertakings as joint purchasing of equipment and supplies and cooperative academic planning. CIL then used these procedures to evaluate the cost-effectiveness of 55 consortial arrangements. Supplementary funds from the Corporation enabled the project to complete a report on its findings entitled *Costing Collegiate Cooperation*.

**University of Maryland**

\$190,000

The University of Maryland is composed of five separate campuses with diverse programs and emphases. Like most state universities across the country, it is experiencing the financial constraints brought about by inflation and economy-minded legislatures. In order to continue providing high-quality education on a more cost-effective basis, John Toll, recently appointed president of the University, is leading an effort to redesign the Maryland system. The year-long project is focusing on three goals: to redefine the service mission of the University, particularly in relation to business and government in the Baltimore/Washington, D. C. area; to refine and redirect selected programs; and to conduct an economic analysis of overall University operations to eliminate duplication and encourage better internal management. Once the self-study is completed, the University expects it to serve as a model for other multicampus universities concerned with making more efficient use

of their resources. This grant is helping to pay for a project coordinator, planning specialists, and other expenses.

**American Council on Education (ACE)** \$48,300

About one-third of all postsecondary students today receive financial subsidies from state and federal sources. The amount of money involved—approximately \$5 billion annually—has brought about a concomitant increase in government regulations and a deepening public concern about the management of these funds. To help institutions improve the administration of their student aid programs, the National Association of College and University Business Officers has compiled a practical handbook covering specific tasks and issues that financial officers must deal with, such as loan collections, record keeping, and audits. ACE is using this grant to publish a summary of the handbook’s contents and related materials for dissemination to college and university presidents and trustees. ACE also plans to develop a consultant referral service for institutions seeking additional external advice on their financial assistance programs.

**Common Fund** \$15,000

The Common Fund was established with Ford Foundation funds in 1971 as a cooperative undertaking by educational institutions concerned with improving the productivity of their invested assets. Its current membership includes more than 200 colleges, universities, and independent schools. In an effort to promote more successful management of institutional endowments, Common Fund staff members are meeting with the financial officers and trustees of a number of member and nonmember colleges to evaluate their investment policies and the results they have achieved. This grant is contributing to the cost of the project.

**Research Libraries Group (RLG)** \$500,000

RLG is a consortium of the New York Public Library and a growing number of research libraries across the country. Established in 1974, RLG aims, through interinstitutional cooperation, to increase services while reducing operating costs. Through a previous Corporation grant, the organization initiated a bibliographic computer link between its member libraries and the Library of Congress. It has now launched a major effort, known as the Research Libraries Information Network (RLIN), based at Stanford University, enabling major research libraries to work together to collect, preserve, and share bibliographic information. Services provided by the system include helping member libraries maintain catalogs of their own holdings while also having access to the listings of other participants. This grant, along with funds from several additional foundations, is supporting the development of RLIN.



**New York University (NYU)**

\$129,000

Library networks can be effective on the local and regional as well as on the national level. The Research Library Association of South Manhattan is a consortium formed in 1977 by the research library at NYU and three other libraries with specialized collections: Cooper Union for the Advancement of Science and Art, the New School for Social Research, and its affiliate, the Parsons School of Design. The Association used a 1977 grant from the Andrew W. Mellon Foundation to link the libraries of Cooper Union and the New School to the computerized circulation system of the NYU library. As a result, the libraries were able to institute a joint program of book purchases and improve services to users. A two-year grant from the Corporation to NYU is now helping the Association to develop a computer-based catalog of the collective holdings of member libraries and to create a computerized microfilm catalog to provide backup copies of the libraries' records, permit production of specialized bibliographies, and allow the system to be used by those who do not have access to computer terminals.

**OCLC**

\$15,000

OCLC, which once stood for the Ohio College Library Center, is one of the nation's major library networks, encompassing nearly 2,000 research, public, and academic libraries in 48 states and the District of Columbia. Its research staff, with the aid of a national advisory committee and the cooperation of the Library of Congress, is developing the computer capability to produce catalog listings of materials in alphabets other than Roman. The project, expected to take about one year, is concentrating on the Arabic family of languages, the languages of South and Southeast Asia, and on Cyrillic as used in Central Asia. The National Endowment for the Humanities and the Council on Library Resources are also providing support.

*Graduate education and research***National Commission on Research**

\$50,000

Over the past few decades, the federal government has greatly expanded its funding of research at the nation's universities. The growing complexity of the government's methods of allocating and accounting for grants has, however, produced strains in the relationship between the two sectors. In response to the situation, six national associations encompassing institutions of higher education and research have established a National Commission on Research to review and make recommendations to improve the processes and procedures by which the government supports academic research. The 12-member Commission, drawn from industry, higher education, and government, will issue its report in mid-1980. The Corporation has joined the Andrew W.

Mellon, Exxon Education, Ford and Hewlett foundations, and the National Science Foundation in supporting the Commission's work.

**Michigan State University** \$15,000

Since 1969 the Corporation has contributed approximately \$2 million to colleges and universities to promote development of the Doctor of Arts degree (D.A.), which emphasizes teaching skills as an alternative to the research-oriented Ph.D. Two small grants in the past have enabled Paul Dressel of Michigan State University to evaluate and report on the quality and progress of a number of Corporation-supported D.A. programs, as well as disseminate a variety of materials on specific practices and policies that appear to be successful in preparing candidates for positions as college teachers. This new grant is permitting Dressel to visit and evaluate an additional 15 or 20 universities that award the D.A. degree and is paying other costs associated with the project.

*Miscellaneous*

**University of California, Berkeley (UCB)** \$196,270

Decline in the writing ability of high school and college students has prompted a number of efforts across the country to reverse the trend. One is the Bay Area Writing Project (BAWP), which began in 1974 as a venture involving UCB and other schools and colleges in the San Francisco Bay area. The Project's goal is to upgrade students' writing skills by improving the quality of writing instruction. BAWP's workshops and summer institutes have become a forum for the exchange of ideas and approaches for the teaching of writing and for helping teachers themselves develop their own writing skills. Participants, who are drawn from middle schools, high schools, and community colleges, are also trained to help their own and other institutions implement more effective writing courses. Two previous grants are being supplemented by this three-year award to continue support for a project manager, permit the hiring of an editor for BAWP publications, and cover other expenses.

**Association of Governing Boards of Universities and Colleges (AGB)** \$154,900

In the United States today there are more than 38,000 lay trustees and regents serving on 47,000 boards of colleges and universities. AGB, with a membership of 810 higher education boards, is the only national organization concerned solely with issues relating to trusteeship in all sectors of postsecondary education. In 1973, AGB conducted a Corporation-supported evaluation of trusteeship which pointed out that, although boards of trustees are instrumental in determining the future of educational institutions, the methods by which nominating committees, executive officers, and others choose board



members do not always produce the best qualified individuals. Using this 18-month grant, AGB, under the guidance of a 12-member commission of higher education, labor, and business leaders, is examining key trustee and regent selection practices. Discussions of the most and least effective procedures will be included in two reports, one for private and one for public institutions. The reports will also contain guidelines and recommendations for the improvement of trustee selection.

**Association of American Colleges (AAC)**

\$100,000

The Corporation has financed the Academic Collective Bargaining Information Service (ACBIS) since it was formed in 1973 by AAC, the American Association of State Colleges and Universities, and the National Association of State Universities and Land Grant Colleges. In the past, ACBIS' services concerning employer-employee relations in higher education were used most frequently by management representatives of colleges and universities, possibly because its sponsors were associations composed primarily of administrators. Grants from the Corporation and the Exxon Education and Ford foundations in 1978 helped ACBIS restructure itself through its Project on Educational Employment Relations. Now the ACBIS governing board and advisory committee include not only traditional higher education organizations but independent unions, faculty groups, and public interest agencies as well. Under this new framework, ACBIS is expanding its operations to encompass seminars on labor relations, collection and analysis of data on arbitration awards and contract settlements, research on employment issues, and other related activities. This grant, along with funding from the Exxon Education and Ford foundations, is supporting ACBIS for two more years.

**American Association for the**

**Advancement of the Humanities (AAAH)**

\$97,000

In recent years there has been a sharp decline in the teaching of the humanities and a concomitant lack of support for humanist scholarship. AAAH is a national membership organization founded in 1977 to act as an advocate for the humanities and to foster communication among humanists and their professional colleagues. Guided by James Banner, AAAH evaluates policies at both public and private institutions that affect the humanities; promotes study of the humanities and related basic skills such as reading and writing; and publishes a newsletter entitled *Humanities Report*. Support for the development of AAAH is being provided by the Corporation, the Ford and Rockefeller foundations, and the Dyson-Kissner Corporation of New York.

**Miami University**

\$11,900

David Brown, vice-president for academic affairs at Miami University in Oxford, Ohio, designed the Leadership Vitality Project to offer top college

and university administrators practical, helpful insights on effective leadership. After an October 1978 meeting in Washington, D. C., where a questionnaire was designed and objectives agreed upon, 44 college presidents and vice presidents each interviewed two outstanding colleagues as a means of identifying successful strategies for stimulating leadership development and professional self-renewal. Four roundtable sessions were held in conjunction with national educational association meetings to enable participants to share ideas and information as a group. A monograph based on the interviews and discussions was published and distributed as a resource for both current and aspiring academic officers. Corporation funds helped cover the expenses of the initial meeting, the interviews, and the resulting publication.

## Early childhood

In its early childhood program, the Corporation's overall objective is to help ensure the healthy development of all children, intellectually as well as physically, morally, socially, and emotionally. Over the years the Corporation has funded basic research into the nature of cognitive processes and the development of competence in youngsters; experimental programs designed to help parents fulfill their role as nurturers and teachers of their children; studies of conditions and policies in the world outside the home that affect families and their children; and efforts to find better ways than we now have to protect and support family life.

In 1972 the Corporation established the Carnegie Council on Children to examine the welfare and position of children and their families in American society and to make policy recommendations in their behalf. The Council concluded its work in 1979 after producing five published reports on the social, economic, and educational influences on the lives of children. Questions raised by the work of the Council have influenced the direction of the early childhood program since then.

Currently, the program is concerned with how certain private and governmental policies affect parents and children, what new policies are needed to support family life, and how they may be implemented. This emphasis has led to a variety of Corporation-supported projects, such as an exploration of ways in which policy makers in the legislative and executive branches evaluate and may be helped to make decisions about preschool and parent education; a study of the effect of flexible work schedules on families with children; an effort to promote job sharing; and other programs that explore the intercon-



nections between work, home life, and child care in an era when more than 50 percent of women with children are in the labor force.

To monitor, collect information about, and support the development of policies ensuring attention to the best interests and rights of children, grants were made during the past year to two organizations: the Children's Defense Fund and the National Black Child Development Institute. In addition, the Corporation continues to support a limited amount of research on children's intellectual development. Support this year has gone for two long-term studies: one of the development, school performance, and social behavior of children who attended preschool, and the other of the effect on youngsters of certain parent behaviors and educationally oriented programs. Another grant is enabling a subpanel of a National Academy of Sciences committee to determine what tests exist or need to be designed to help policy makers assess the effectiveness of early childhood programs.

The Corporation has also joined another foundation in providing funds for research on the development of communication forms in children, including language, gestures, play, and art and music. The Center for Applied Linguistics, which has conducted research on functional language development in children, received a grant to produce materials for classroom teachers about the results of its work.

The Corporation is not currently supporting the development of curricula or demonstration programs in early childhood education, teacher training, or the operation of day care and preschool education programs.

**Children's Defense Fund (CDF) \$800,000**

CDF, in Washington, D. C., is dedicated to helping policy makers, social agencies, and other institutions understand and meet the needs of American children. Under the direction of its founder, Marian Wright Edelman, CDF has used a number of approaches, including litigation and monitoring of government activities to encourage the reform of policies and programs relating to child health, the right to education, child welfare, and child care and family support systems. Several reports have resulted from CDF's advocacy work, including *Children Out of School in America*, *Doctors and Dollars Are Not Enough*, and *Children Without Homes*. Since its establishment in 1973, CDF (previously known as the Washington Research Project) has received two Corporation grants for general support totaling \$1,290,000. This additional three-year award is continuing that support and is also contributing to the development of a publications service to disseminate CDF's materials as well as a fundraising campaign aimed at corporate and individual donors.

**National Black Child Development Institute (NBCDI) \$250,000**

NBCDI, founded in Washington, D. C., in 1970, is the only national advocacy organization focusing specifically on the needs of black children. Its activities,

aimed at improving the quality and availability of care and education for black children, include seminars and conferences, publication of books and newsletters, research on black child development, and monitoring of public policy legislation regarding children and families. NBCDI staff is now organizing a network of community affiliates to broaden its base of support and to encourage local follow-up of gains made at the national level. Members of local chapters receive information, training, and technical assistance enabling them to become effective advocates working to improve the services, systems, and policies that have an impact on children in their own cities and states. A total of 10 advocacy organizations have already joined the network. Over the next three years, Corporation funds are paying staff salaries, the cost of annual public policy training institutes, and other expenses to help NBCDI set up 15 additional affiliated chapters.

**Carnegie Council on Children\*** \$187,750

The Carnegie Council on Children was established in 1972 by the Corporation to undertake a broad investigation of what American society is doing to and for children, and what government, business, and other organizations and individuals can do to protect and support family life. The Council, which ended its work in 1979, consisted of 11 persons drawn from a wide variety of disciplines, including law, economics, anthropology, child development, history, and pediatrics. Its chairman and director was Kenneth Keniston, Andrew W. Mellon Professor of Human Development at the Massachusetts Institute of Technology. Five major reports resulted from the Council's deliberations. The first, an overall analysis of the position of children in American society, entitled *All Our Children: The American Family Under Pressure*, was issued in 1977, together with policy recommendations for ways in which children's needs can be met in the coming years. This allocation supported the Council's final activities by paying for the editing and dissemination of the last two books in the series, *Small Futures: Inequality, Children, and the Limits of Liberal Reform*, by Richard H. de Lone, and *The Unexpected Minority: Handicapped Children in America*, by John Gliedman and William Roth.

**University of Chicago** \$5,652

In order to preserve a record of the work done by the Carnegie Council on Children, the University of Chicago Library has established an archive for its materials. Transcripts of meetings, unpublished manuscripts, and other papers authored by various Council members are included in the repository. This grant is enabling the Library to process the documents and produce a guide to the collection that will make it accessible to researchers and writers interested in the Council's work.

\* Program administered by officers of the Corporation.



**George Washington University**

\$59,300

The Family Impact Seminar, located at George Washington University's Institute for Educational Leadership, was established to develop methods of analyzing the effects of public policies on family functioning. Its researchers are primarily concerned with the relationships between home life and job life, a subject that has been neglected in studies of both public and private employment. In 1978 Corporation funds helped initiate one of the Seminar's projects, a survey of 800 government employees, half on flexible time and half on standard work schedules, to determine whether and in which ways any facets of family life are enhanced or diminished by flexible hours. Using this grant, the Seminar distributed a detailed questionnaire to participants and supplemented the information gathered from their responses with in-depth interviews of 24 families with young children. Halcyone Bohen, the survey director, is now completing the evaluation of the project's results and writing a final report, which should be available early in 1980.

**New Ways to Work (NWW)**

\$104,000

Alternatives to the long-standing concept of the eight-hour work day, Monday-through-Friday, are being increasingly sought by two-worker families, single working mothers, and others who want, or need, more flexible working hours. NWW is a California-based agency founded in 1972 primarily to promote job sharing, a work arrangement in which two persons split one position. It offers assistance and referral services to individuals and private and public employers interested in restructuring full-time jobs. With Rockefeller Brothers Fund support, NWW is organizing a network of regional counseling centers and a national network of employers already offering job-sharing opportunities. This two-year grant is enabling NWW to produce manuals for the centers and educational and technical materials on job sharing for distribution to job-seekers, employers, the media, nonprofit groups, and the general public.

**Wellesley College**

\$15,000

Today, more than one-half of all school-age children have mothers who work outside the home. Many of these children are left alone after school, or with older brothers and sisters who may not be able to provide adequate supervision. The lack of day-care services for school-age children is, therefore, becoming an issue of national concern, but little information is available on how such programs can best be organized, financed, and administered. To address this problem, James Levine of the Center for Research on Women at Wellesley College and his colleague, Michelle Seltzer, are developing a guidebook on how to establish after-school programs. It will offer ideas on curriculum, governance, and funding and will describe good existing models. They are also preparing a report containing recommendations to local, state,



and federal officials on how they can help communities meet the need for school-age child care. Funds from the Corporation, the Ford and William T. Grant foundations, and the National Institute of Education, are assisting in the identification of model programs and the production of the publications.

### **Children's Foundation**

\$11,500

The Children's Foundation is a Washington, D. C.-based organization concerned with nutrition and care for mothers, pregnant women, and children living in poverty. With this grant the Foundation is undertaking an examination of whether the 1974 amendment to the minimum wage law, which extends coverage to household and child-care workers, also includes family day-care workers—women who work in their homes caring for other people's children. Many of these women now receive federal, state, or other funding for their services. The law, if applied to them, would change their classification from independent contractors to employees of the agency through which their activities are supported. While this action would raise the income of some providers, it would also increase the cost of their services, ultimately decreasing the number of children who could be cared for with the funds allocated by the government. If the Foundation determines that the law does cover family day-care workers and that the federal or state governments are likely to implement it, part of the grant will be used to design a study of how the quality and availability of home day care will be affected.

### **Public Schools of Brookline**

\$589,400

The Brookline Early Education Project (BEEP), sponsored by the Public Schools of Brookline, is an experimental program offering comprehensive health and educational services to young children and their parents. It was designed to determine whether such a program, under public school auspices, could enhance children's development during the first five years of life and reduce handicaps to learning in the early elementary years. The Corporation has contributed more than \$1.5 million toward the educational services and research aspects of BEEP, while the Robert Wood Johnson Foundation has funded the health component. The experimental group consists of 181 children born in Brookline and Boston in 1973 and 1974, along with 55 others whose parents have moved but are still in contact with BEEP. Three levels of program "intensity" have been tested to see which is the most cost effective, and the children's progress is being compared at four intervals with that of children not taking part in BEEP. In the fall of 1979 the youngest BEEP children entered kindergarten, and researchers are now evaluating the children's performance. A report on their findings is expected by 1981. The Corporation is continuing its support of BEEP for two more years.

**High/Scope Educational Research Foundation** \$140,000

Since 1971 the Corporation has made a number of grants to High/Scope in Ypsilanti, Michigan, in support of research by psychologist David Weikart and his colleagues on the long-term effects of parent training and early childhood education on educationally disadvantaged children (see below). During the course of their explorations, the researchers recognized that policy makers making decisions about early childhood education programs do not always have adequate information about their relative benefits, costs, and results and thus are poorly positioned to determine how limited resources can most effectively be used to deliver quality child-care services. High/Scope has set out to learn the questions that decision makers are asking about these programs and to provide them with answers through the analysis and dissemination of existing data. Communication between the research and policy-making communities will be facilitated by an advisory board to include elected officials, lobbyists, and government administrators as well as social scientists, who will also provide guidance for the project and act as a review panel for its publications. The first 18 months of this undertaking are being funded by the Corporation.

**High/Scope Educational Research Foundation** \$15,000

Since 1962 David Weikart has been studying the growth and development of a group of children from severely disadvantaged backgrounds who participated in three types of early education programs. The results have shown that early intervention can reduce academic failure and the need for special education services and that is far less expensive than remedial assistance later in a child's life. Corporation support is now enabling High/Scope to plan an extension of this work by exploring the effects of early education on children's activities outside the classroom and on their lives as they progress through adolescence into the adult world of work and family formation.

**National Academy of Sciences (NAS)** \$109,700

Researchers have increasingly come to feel that a focus on I.Q. and school achievement in evaluating the outcomes of early childhood programs such as Head Start are too limited. The Committee on Child Development Research and Public Policy within the Assembly of Behavioral and Social Sciences of the National Research Council, the operating arm of NAS, is exploring broader methods of assessing the effectiveness of the programs—methods that would, among other things, look at how they influence children and families outside the classroom. An interdisciplinary panel, including representatives of state and federal government, is studying several existing evaluation reports to identify major contributions to, and significant gaps in, current knowledge in the field. Papers dealing with the results of early childhood programs, written by members and commissioned by the Com-



mittee, will be presented at a research conference, and a final report will be published. The Corporation is paying the costs of the project over a 20-month period.

**Center for Applied Linguistics** \$87,300

Although language acquisition in young children has been studied, little attention has been given to the way children learn to use the “right” language and form of address to get the desired result—what some psychologists call functional language competence. In 1975 linguists Roger Shuy and Margaret Griffin of the Center for Applied Linguistics in Arlington, Virginia, received a Corporation grant for the collection and analysis of data on functional language development in children between the ages of four and nine. Since then, the project has produced several research papers and a number of videotapes illustrating different kinds of functional language use in classroom and other settings designed to aid in teacher training. Renewed funding over an 18-month period is enabling the Center to evaluate and revise six of the videotapes and complete production of teacher-training workbooks and instructors’ manuals for each film.

**Harvard University** \$150,000

Howard Gardner and Dennie Wolf are among the growing number of psychologists who believe that a child’s ability to represent meanings and to communicate thoughts, experiences, and feelings is one of the more important developmental events to occur during the first five years of life. Working at Harvard University’s Graduate School of Education, they are investigating how communicative competence evolves in young children through seven diverse symbolic systems: language, numbers, “pretend” play, gesturing, music, drawing, and three-dimensional representation. Since 1974 the researchers have been monitoring the results of longitudinal and cross-sectional studies involving children ages one to six in an effort to establish the developmental relationships that may exist among these seven capabilities and between these and other areas of growth. An additional goal is to document the individual differences in children’s development. This three-year grant is enabling Gardner and Wolf to complete an analysis of the data they have collected and to report on their findings. The Spencer Foundation is also funding the project.

**Children’s Hospital Medical Center** \$74,575

Since 1972, the Corporation has made three grants totaling \$426,375 to the Children’s Hospital in Boston to help provide pediatricians who may become medical school faculty members with postgraduate training in child development. The two-year fellowship program, under the direction of T. Berry Brazelton, a pediatrician who has done extensive work in this field, is aimed



at instructing pediatricians about the psychological and social growth of children. Unlike the participants' previous medical education, which focused primarily on pathology, the program's emphasis is on understanding "normal" child development and the child's interactions with adults. The Children's Hospital has already trained 15 individuals, and at least 25 more will receive fellowships with the aid of this four-year grant to support the research activities associated with the program. The Robert Wood Johnson Foundation is also providing major support.

### **Population Education**

\$42,000

The Project on Human Sexual Development is the primary activity of Population Education, a Cambridge, Massachusetts, organization established by the late John D. Rockefeller 3rd. It focuses on such questions of human sexuality as sex roles and gender identity; the informal, nonschool, resources for learning about sexuality; and ways of encouraging a positive understanding of human sexuality, particularly among the parents of young children. A 1976 grant supported the Project's special studies program, which produced two reports: *Human Sexuality: A Comparative and Developmental Perspective*, a review of literature on sexual development; and *Human Sexuality: The Learning Process*, an exploration of childhood development and learning issues. This 16-month award is assisting the preparation of a third volume examining the various environments that influence family attitudes about sexuality. Part of the funds also contributed to a 1979 conference on the Project's results. Additional support is being provided by members of the Rockefeller family and by the John and Mary R. Markle Foundation.

## **Elementary and secondary education**

The elementary and secondary education program concentrates on the public schools. The challenge for the program has been to find a way in which the Corporation, with its limited resources, can help the schools fulfill their obligation to educate all the nation's children. The foundation has been specifically concerned that school systems succeed in teaching adequate levels of basic skills to children whom they have served less well in the past—children who are poor, who are from minority groups, or who are classified as low achievers. Central to this concern is the recognition that some children may need to be given more time, effort, and resources from schools if their adequate levels of performance are to be ensured.

In its grant making, the Corporation has established two priorities: The first is to find ways of urging and enabling school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being met, and then to change their methods if needed. The second is to find ways in which school personnel can receive technical assistance and in-service support in order to achieve their goals with children and to cope with the kinds of demands that implementation is likely to place upon them. Related to this is the Corporation's concern with increasing minority representation within school systems, primarily through the training of minority administrators.

Grants under the first priority fall roughly into three areas. First, the Corporation is supporting the development of tests that are better than current standardized measures of educational outcomes. The tests should allow definition of levels of adequacy in basic skills, measure whether students are meeting minimum levels of competency, and possibly suggest corrective action which should be taken if students are not doing well. Second, several projects are designed to help groups outside the public schools to represent the interests of children less well served and to work with school personnel in seeing that educational resources and programs meet these children's needs. Various strategies toward this end include advocacy and litigation with respect to children's rights, monitoring the implementation of governmental programs serving minority and poor children, and helping the parents of these children to have a voice in educational decision making. Third, a series of grants have assisted professionals and citizens in analyzing and devising approaches to the financing, governance, and operations of public schools that will be equitable and will lead to comparable outcomes for children.

The Corporation also provides some support for research on the basic processes involved in children's learning, either as part of the background required for designing appropriate measures of stages in the development of skills or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children. Other areas of interest to the foundation's elementary and secondary education program include studies of major educational policy issues relating to sex equity and projects that promote equal opportunity for women and girls, such as the Project on Equal Education Rights (PEER) of the NOW Legal Defense and Education Fund.

The Corporation does not make grants for alternative schools, nor does it usually support the development of specialized curricula in the arts, drug education, population, and other subject areas. The Corporation has, however, made occasional grants concerned with curriculum development relevant to particular minority children and to girls. The Corporation is also involved in some aspects of bilingual and bicultural education.



**University of the State of New York****\$500,000**

A new type of test of reading ability, known as the Degrees of Reading Power (DRP), has been developed by Touchstone Applied Science Associates (TASA), an educational research and development organization, for the New York State Education Department. Since 1976, two Corporation grants totaling \$810,600 have supported the production and validation of DRP, which is designed to give a direct measurement of the most difficult textual material a student can read effectively, rather than to assess how his or her reading scores compare to those of other children. TASA has completed a number of studies of DRP's validity and is using this grant to the University of the State of New York (the legal name of the New York State Board of Regents which governs the New York State Education Department), to undertake two additional years of research focusing on further issues of reliability, interpretation of test scores, and whether test results can be interpreted without bias toward any group of children. Beginning in 1981, DRP will be in use throughout New York State as one of the tests students must pass in order to receive a high school diploma.

**College Entrance Examination Board (CEEB)****\$300,000**

Among the concerns of CEEB is the development of better methods of testing students' basic skills well before they take college entrance examinations. Deciding that the Degrees of Reading Power test (DRP) represents a major advance in setting standards for academic performance, CEEB staff made arrangements with the New York State Education Department to do further developmental work on the test and to promote its use elsewhere in the country in statewide testing programs and by community and junior colleges. CEEB's efforts to market DRP include a system of producing, scoring, and interpreting the test, along with other backup services that require a mini-computer. This two-year grant is enabling CEEB to acquire the equipment and programing assistance necessary to support the project.

**Western Service Systems****\$72,000**

Several states have recently instituted new laws that require students to pass a minimum competency test before they can graduate from high school. One objection to such laws is that they may place the burden of failure on students without making the schools accountable for identifying and assisting those children who need extra help to succeed. The Chicano Education Project (CEP) of Western Service Systems, which was founded in 1974 to address the cultural and scholastic problems affecting Mexican-American children in Colorado, is working to establish a system of accountability in the schools that serve its constituency. This award is enabling CEP to hire an additional staff member to visit school accountability and testing programs across the country, produce a report on their results, and develop strategies for organ-



izing and training parents to participate in the debate over these issues. CEP is also publishing a newsletter on minimum competency for distribution to the national Hispanic community and providing consultants to other groups interested in promoting educational accountability. Previous grants have supported CEP's activities relating to bilingual education.

**Center for Law and Education**

\$15,000

The Center for Law and Education, located at Harvard University's Graduate School of Education, provides specialized legal assistance to community legal service offices around the country. The Center currently is serving as co-counsel for the plaintiffs in a test case which has challenged the denial of diplomas to disproportionate numbers of black students under Florida's minimum competency law. This grant is helping to pay for research, consultants, and other costs associated with the Center's efforts to explore key questions about the fairness of minimum competency testing. Additional support from the Corporation's Program Development and Evaluation Fund (see p. 67) is enabling the Center to hold a series of seminars on the issue.

**Competencies in English and Their Measurement\***

\$12,238

State-mandated minimum competency testing programs in reading and writing are rapidly being adopted throughout the country. While endorsing the general concept of setting standards for what the schools should accomplish, many English teachers are concerned that some of the examinations may minimize the importance of English instruction or be misleading in measuring true competence. On behalf of the National Council of Teachers of English, a committee of five leading experts in English instruction and research, aided by several practicing English teachers, produced a book stating what the profession considers to be the nature of competency in all aspects of English and appropriate ways of assessing it. Written in nontechnical language, the book is aimed at a wide audience, including policy makers, test publishers, classroom teachers, and others involved in devising or implementing minimum competency measurement programs. This grant covered honoraria for the writers, travel expenses for their meetings, and other costs of the project.

**University of California, San Diego**

\$300,000

Since 1971 the Corporation has provided \$580,000 for the work of psychologist Michael Cole and his colleagues in the Laboratory of Comparative Human Cognition at Rockefeller University. Initially, the researchers were looking for the causes of differences in cognitive performance observed among

\* Grant administered by officers of the Corporation.

groups of culturally different children. Was it possible, for instance, that classroom, test, and even experimental situations were “culturally biased” or could not elicit some kinds of intelligent behavior that children might demonstrate in home, community, or after-school settings more familiar to them? Over the years, Cole has developed new techniques for assessing group performance which suggest that differences in the ways children demonstrate intelligence or intellectual growth are the product of a complex interaction between cognitive processes and the cultural context in which they function. The current five-year grant to the University of California, San Diego, where Cole is now based, is helping to continue his investigation of the relationships between culture and cognition by studying children in a wide variety of everyday settings.

### **Boston College**

**\$13,750**

Since 1973 the Corporation has contributed \$427,000 to an evaluation of the changes in learning and teaching brought about as a result of the introduction of standardized testing into the Irish school system. The study, which was a joint effort by scholars associated with Boston College and St. Patrick's College in Dublin, is expected to provide information about the impact of testing that will be useful to educators and policy makers not only in Ireland but in the United States and other countries as well. Although a final report has now been completed, researchers at Boston College are conducting further analyses of the data to explore results of the testing program that have not yet been documented. Part of the cost of this additional work is being paid by the Corporation. The project has also received funding from the Russell Sage and Spencer foundations and the National Institute of Education.

### **National Council of La Raza (NCLR)**

**\$296,500**

Only 10 percent of the estimated half million children of migrant and seasonal farm workers ever graduate from high school, although as of 1978 46 states had special educational programs for them. Concerned about the educational problems of these children, the majority of whom are Mexican American, NCLR, a Washington, D.C.-based organization dedicated to improving the welfare of Mexican Americans generally, has used two Corporation grants to study and report on the distribution of federal funds under the migrant education section of Title I of the Elementary and Secondary Education Act, the largest single source of support for school programs affecting migrant children. With this two-year grant, the organization has begun an active campaign, in conjunction with the National Child Labor Committee, the Migrant Legal Action Project, and a coalition of public interest, education, and church groups, to make sure that all migrant children are benefiting from these funds. National activities include promoting more



effective federal administration and monitoring of migrant education programs. On the local level, NCLR is helping migrant parents in several Texas and Florida communities with substantial migrant populations to become involved in the management of Title I programs in their school districts.

**United Federation of Teachers (UFT) \$235,000**

The 1975 federal Education of All Handicapped Children Act (PL 94-142) requires that individualized diagnostic and educational services be given to all children judged by their parents or teachers to be handicapped. It further requires that, to the greatest extent possible, these services be provided within the normal school setting. The New York City school system, like others across the country, is finding this provision difficult to fulfill, in part because most of the city's general education teachers and nonteaching school personnel are not familiar with the instructional needs of special students and have little information about the types of handicapping conditions that may affect children in their classes. UFT, the union representing the city's public school teachers, is offering one solution to this problem through a model program now being implemented in 10 schools, each with a substantial number of handicapped pupils. In each school, UFT is training one teacher to be a "teacher specialist," who will conduct afterschool workshops, help fellow teachers learn to meet the educational needs of handicapped students, and be available to teachers wanting to consult about problems in their classrooms. The project is being funded by the Corporation and the New York State Education Department.

**Designs for Change \$116,866**

Donald Moore and Sharon Weitzman of Designs for Change, a research organization in Chicago, used Corporation funding in 1977 to initiate a study of advocacy groups working to improve education in the public schools. Their intent was to find ways of assessing whether or not school advocacy activities such as research, monitoring, and litigation that are carried out on behalf of bilingual education, the rights of handicapped students, and other educational issues were actually achieving this end. The researchers and their colleagues spent several weeks with each of eight different organizations working at the local, state, and national levels, observing their operations and conducting interviews with the advocacy group staffs. The results of the study will be presented in a book intended to inform policy makers, including foundation officers and federal and state agency personnel, about the role of advocacy in school reform. In June, Designs for Change received a grant of \$101,866 to assist in the completion of the report and in the production of a set of handbooks created to help advocacy groups plan and carry out their programs. An allocation of \$15,000 earlier in the year provided interim support.



**Citizens' Council for Ohio Schools****\$100,000**

The Citizens' Council for Ohio Schools, based in Cleveland, was formed in 1974 as an advocacy organization working on behalf of better education for all children in the state. In 1976 Corporation funds enabled the Council to produce the *Citizen Guide to Quality Education*, which deals with desegregation, and a report on children out of school. Other areas of concern to the Council are school finance and citizen participation in educational reform. It conducts an extensive publications program including pamphlets, newsletters, and other materials designed to inform the public about these issues. Director Rachel Tompkins and her staff engage in research intended to center attention on the high dropout, truancy, and suspension rates in the big city school systems and on the need for new financing plans to improve education in Ohio. The Council also provides assistance to citizens' groups, parents' organizations, and policy makers grappling with the state's education problems. This three-year grant is supporting the Council's work. Additional funding is being provided by a number of Ohio foundations and corporations.

**National Committee for Citizens in Education (NCCE)****\$15,000**

NCCE, located in Columbia, Maryland, is committed to ensuring effective parent and citizen participation in the governance and management of public schooling. In 1976 the organization received a grant to support a series of training workshops for community groups concerned with promoting local involvement with schools and school-related issues. Another aspect of its work centers on the production of handbooks and pamphlets designed to help parents and interested individuals understand problems in education and improve their ability to deal with the public school system. In order to begin reaching a wider audience, NCCE is investigating possible marketing and distribution strategies such as making its publications available in bookstores around the country. The project, which involves travel, meetings with marketing experts, and related activities, is being paid for by the Corporation.

**Bay Area Research Group****\$14,900**

Recent California school finance reform legislation includes provisions for a School Improvement Plan (SIP) that encourages individual schools to set up councils composed of school personnel and parents to design a three-year plan for the development of the school's staff and curriculum. To aid this process, school districts participating in SIP are allowed to provide the schools with lump sums that are allocated according to the educational priorities established by the councils. Jane David and Henry Acland, researchers at the Bay Area Research Group, a consulting firm in Palo Alto, California, are interested in examining a number of questions about how SIP is working, including the extent to which it is, in fact, broadening the participation of parents and teachers in school planning. This grant enabled David and

Acland to plan a large-scale study of SIP. Their preliminary research involved a review of literature in the field and discussions with teachers and administrators in selected school districts.

**National Urban Coalition (NUC) \$125,000**

NUC, based in Washington, D. C., is conducting a program with Atlanta University designed to increase the participation of minorities and women in urban policy research, particularly in the areas of urban fiscal issues, urban impact analysis, and school finance reform. The program offers selected graduate students the opportunity to become involved in short- and intermediate-term policy research at both NUC and the University; attend workshops and seminars to acquaint them with current urban research and policy analysis; serve internships at NUC, government agencies, and other organizations operating in related fields; and engage in additional activities designed to upgrade their analytical and research skills. This two-year grant from the Corporation is supporting those aspects of the program that deal with school financing. Funding is also being provided by the Ford Foundation and the U. S. Department of Housing and Urban Development.

**Special Task Force on Equity and Excellence in Education \$75,000**

In 1978 the New York State Supreme Court ruled that the state's method of financing public education primarily through property taxes violated provisions in both the state and federal constitutions regarding equal rights and equal protection within the educational system. This decision, and rulings in related cases, will mean that the legislature must develop more equitable arrangements for financing the schools. The 34-member Special Task Force on Equity and Excellence in Education, composed of individuals representing most of the interests involved in this issue, was formed by Governor Hugh Carey and the Regents of the State of New York to help prepare the legislature for the work ahead. Its mandate is to assemble background data on school finance equalization, examine the experiences of other states that have confronted similar court findings, identify the criteria for establishing equalization, and assess alternative financing schemes. This grant is contributing to the budget of the Task Force which has also received major funding from New York State, the Ford and Spencer foundations, and the National Institute of Education.

**National School Boards Association (NSBA) \$160,000**

Under Jim Mecklenberger, director of special projects, NSBA is producing a handbook containing advice and information on a variety of issues that newly elected and appointed school board members will face in carrying out their duties. Topics being addressed include the way that most boards work, the structure of school systems, how to read budgets, and how to deal with



parents, colleagues, and reporters. A second component of the project, aimed at increasing cooperation among state school board associations, is the formation of a national network of staff members from the state groups and NSBA who are responsible for school board development assistance. Biannual meetings and information disseminated by an NSBA clearinghouse will enable members to share ideas on issues of common concern. These activities are being supervised by a 12-member advisory committee of school-related personnel, who will also work with NSBA to formulate long-range plans for improving the type and quality of board member development services that state associations provide to local boards. A 1978 grant enabled NSBA to design the project, which is now being funded over a 20-month period.

**NOW Legal Defense and Education Fund** \$350,000

The Project on Equal Education Rights (PEER) is the major education project of the NOW Legal Defense and Education Fund, an organization concerned with improving the status of women through public education, research, and litigation. Based in Washington, D. C., PEER is concerned with fostering equal opportunity in the nation's public schools. Its current focus is monitoring Title IX of the Education Amendments of 1972, which states that, "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Begun with Ford Foundation support, PEER received a 1977 Corporation grant for its work, which has resulted in an impressive record of improving school compliance with and government enforcement of the law. This two-year award is enabling PEER to continue reviewing federal actions on Title IX while also initiating a series of statewide monitoring campaigns in cooperation with local organizations and community leaders. Using PEER guidebooks and questionnaires these groups will examine their schools' progress in eliminating sex discrimination in such areas as math, science, vocational, and athletic programs.

**Council of Chief State School Officers (CCSSO)** \$256,000

While most school districts are fulfilling the formal requirements of Title IX by appointing coordinators to help implement the law and abolishing the practice of tracking girls into courses that lead to traditionally female occupations, efforts to expand educational opportunities for girls and women still lack support from many school officials. In 1978 CCSSO established a Resource Center on Sex Equity to work with state education departments which have the resources to help local school districts improve the programs and practices that affect their female students. Among the Center's first projects is a survey of policies followed by different states to determine how decisions on such issues as textbook selection and budgetary recommendations



affect sex equity. After analyzing model programs identified by the survey, the Center will draft guidelines for neglected areas of attention, including the preparation of women for high-ranking administrative positions. The Center will then use this data to assist at least 12 state education agencies concerned with increasing their ability to deal with questions of sex equity in the schools, and provide general information to state education departments nationwide through publications, workshops, and other services. The Corporation is supporting the project over a period of three years.

### **Feminist Press**

\$15,000

The current goal of the Feminist Press, a nonprofit publishing house founded in 1970, is to improve the education of young people through books illustrating the multiplicity of roles women play and have played historically. A 1975 grant helped the Press develop a series of curricular materials and teachers' guides entitled *Women's Lives/Women's Work*, which are intended for supplementary use in high school English, history, and social studies courses. All 12 books in the series were tested in classrooms in several states and both students and teachers were asked to evaluate the materials prior to publication. The Corporation, the National Endowment for the Humanities, the Rockefeller Brothers Fund, and the Hazen and Ford foundations are contributing to the completion of the project. Co-publisher McGraw-Hill is absorbing some of the production costs.

## **Public affairs**

The basic goals of the Corporation's program in public affairs are, first, to help disadvantaged groups in society gain wider access to the political, economic, and educational systems and to ensure adequate representation of their interests and, second, to support the role of private organizations in assessing the impact of government programs designed to benefit these groups, in particular minorities and the poor, but also women and young people. In its concern for social justice and equal opportunity, the program has focused on educational issues, such as desegregation of the schools, bilingual/bicultural education, compensatory education, and urban education. Some of these projects overlap with the elementary and secondary education program and are described in that section of the report.

The Corporation has supported a number of strategies in its grant making, including education and training for leadership and the dissemination of

information through publications, conferences, and other avenues of communication. In addition, the foundation has provided assistance to public interest organizations for the purpose of undertaking legal research and litigation on behalf of the disadvantaged; providing technical assistance to community groups to help them gain a stronger voice in policy decisions; and building membership support.

In the past few years the foundation has also given attention to the status of women in American society, assisting development of the field of sex discrimination law and, through the support of studies and educational projects, encouraging women to enter public life.

At present, many industrialized nations are becoming concerned about the problems young people have as they move from dependence on family and school to the responsibilities of work and adulthood. The Corporation has supported explorations of the need for better public policies for young Americans.

**Mexican American Legal Defense and Educational Fund (MALDEF)**

\$334,700

MALDEF, established in 1968, is a public interest law firm concerned primarily with the civil rights of Mexican Americans and the training of Chicano lawyers. Headquartered in San Francisco, it has several regional offices and argues cases all over the Southwest and, more recently, the Midwest. Since 1974 the Corporation has contributed \$538,400 to MALDEF's education litigation program. This additional two-year grant is continuing support for activities designed to counter the educational neglect and discrimination often experienced by Mexican Americans and their children. Areas of concern include desegregation as it affects Mexican Americans; bilingual education; the legal questions raised by the *Bakke* decision; discrimination in employment; and the monitoring of enforcement efforts by federal agencies. Increased involvement with Chicano parent and community groups is also planned to help MALDEF's work accurately reflect the needs and desires of its constituency.

**Native American Rights Fund (NARF)**

\$151,100

The Native American Rights Fund was established in 1971 with funds from the Ford and Field foundations and from the U. S. Office of Economic Opportunity. It provides representation for Indian tribes, groups, and individuals in important cases in Indian law, primarily involving treaty rights, Indian sovereignty, and natural resources. The firm has grown from 4 mainly non-Indian attorneys to 16, 10 of whom are Native Americans, and is now headed by John Echohawk. Based in Boulder, Colorado, NARF offers a unique opportunity for a few of the increasing number of Indians graduating from law school to gain experience in negotiating and litigating major legal



issues of concern to Indians. A 1975 grant enabled NARF's Indian Lawyer Training Project to accept four law graduates for a two-year training period. This three-year renewal of support is enabling two additional interns to participate in the Project, one beginning in 1979 and one in 1980. The training process is informal, and the interns will work on various matters as co-counsel with a staff attorney. NARF hopes that this program not only will draw Indian lawyers into the firm but also help produce top Indian lawyers for Indian communities.

**NAACP Legal Defense and Educational Fund** \$15,000

The Supreme Court decision in *Brown v. Board of Education*, which ended legally sanctioned segregation in the United States, marked its 25th anniversary in 1979. In May, to commemorate the occasion, the NAACP Legal Defense and Educational Fund, which brought, argued, and won the case, held a series of symposia at the law schools of Columbia University in New York and Howard University in Washington, D. C. The meetings assembled a group of civil rights leaders, lawyers, educators, government administrators, and others to discuss a variety of human rights issues. A number of related topics were also examined, including the many political and sociological changes initiated by the *Brown* decision. Corporation funds contributed to the program budget.

**National Black United Fund (NBUF)** \$15,000

NBUF was established in 1974 to mobilize the human and financial resources of black Americans in support of projects and programs crucial to the black community. Last summer, NBUF held its third annual conference, bringing together representatives of the academic, political, and professional worlds and other interested individuals to discuss "Public Policy and Economic Democracy: Strategies for the 21st Century." This grant contributed to the expenses of the meeting, which was convened with the principal aim of developing alternative approaches to national and international issues of concern to blacks. An earlier award helped pay for the organization's 1978 gathering.

**Voter Education Project (VEP)** \$15,000

VEP was founded in 1962 to encourage and assist eligible blacks in the South to exercise their right to vote. It engages in a number of projects designed to increase minority participation in the democratic process including the dissemination of basic information about voting. The organization is currently involved in a comprehensive evaluation of its activities and achievements and is expected to undergo considerable restructuring as a result of this assessment. The Corporation, which made three previous grants to VEP totaling \$432,000, is helping to support its work during this interim period. Additional funding



is being provided by the Ford, New World, and Field foundations, and the Rockefeller Brothers Fund.

**Education Commission of the States (ECS) \$267,000**

Historically and constitutionally, the states have the primary responsibility for elementary, secondary, and higher education. The policies created by state legislators to deal with complicated issues such as school finance and standards for high school graduation determine the form and substance of education in this country. To help legislators become better informed and make more effective decisions about educational matters, ECS, in cooperation with the National Council of State Legislators, developed a three-year program of seminars and conferences for legislative leaders. During the first year, three two-day regional meetings were held for small groups of legislators to discuss educational questions of interest to their own geographic area. Among the topics covered were collective bargaining, bilingual education, and the implications of the *Bakke* decision. ECS also sponsored a national gathering that focused on broader concerns, including state and federal relations in education. In the second year, six regional seminars and one national conference are planned. Support for the project is being provided by the Corporation and the Ford Foundation.

**Aspira of America \$46,000**

Although there are nearly two million Puerto Ricans living in the United States, neither federal nor state agencies make adequate efforts to collect basic data about the educational opportunities available to them. In 1977, Aspira of America, the leading Puerto Rican educational organization outside Puerto Rico, used a grant from the National Institute of Education to establish a Research Task Force to analyze, describe, and disseminate information about the educational achievements and problems of Puerto Ricans and about related educational issues and questions that need to be studied. Members of the Task Force prepared several papers on different aspects of Puerto Rican education, and these were presented at a conference. The resulting report will be widely distributed as a means of stimulating further research and discussion by the academic community and by policy makers. The Corporation covered the costs of the conference, publication of papers, and other associated expenses.

**Boston University \$14,926**

In 1974 Corporation funds enabled J. Michael Ross, currently associate professor of sociology at Boston University, to conduct a study of middle-class white parents' attitudes toward desegregation in Boston's public schools. His research indicated that school desegregation does accelerate white flight during the first year of implementation. Ross is now using this additional grant,

along with funding from the Ford Foundation, to trace the children of families who participated in the original study to determine whether those children who left public school in the early stages of the desegregation process have come back. A second question to be answered is whether those children who stayed in the public schools during the initial phase of desegregation have remained. The Boston school system intends to use the resulting data to help assess its long-term stability and plan for its future.

**National Urban League (NUL)**

\$250,000

Nationwide polls of opinions and attitudes are not designed to yield specific information about conditions facing black communities. Concerned about this lack of data, NUL, which is the oldest black social service agency in the country, has begun a periodic national survey of approximately 5,000 black households in an attempt to assess the current social and economic status of America's largest minority group. With the guidance of Mathematica Policy Research, a Washington, D. C.-based organization specializing in public policy analysis, volunteers and staff members from nearly half of NUL's 115 local affiliates will conduct interviews focusing on several issues, including unemployment and child care. NUL will use the results of the studies to produce reports for policy makers, the general public, and others. The first survey is being developed and administered with the help of Corporation funds.

**National Urban Fellows (NUF)**

\$70,000

NUF, a one-year fellowship program designed to attract young people into management careers in municipal government, was established in 1969 by the National League of Cities and the U. S. Conference of Mayors. Now a separate organization based in New York, NUF has three components: a five-week orientation seminar at Bucknell University in Lewisburg, Pennsylvania, to study public management and urban finance; a nine-month internship with a mayor, state or federal agency director, or other high-level government official in a major urban area; and an optional eight-week residential course at Bucknell which, with credit for off-campus work, may lead to an M.A. degree in urban studies. Of the 198 Fellows selected thus far, eighty-seven percent are minority-group members. Ford Foundation support initiated the program, with additional funds coming from other foundations, corporations, and participating cities. This is the Corporation's second two-year grant contributing toward the cost of NUF's activities.

**Action for Children's Television (ACT)**

\$25,000

A small group of Massachusetts women formed ACT in 1968 to work for improvement in the quality of children's television and the reduction of commercials aimed at young viewers. Some of the objectives of the Boston-based group are to educate citizens about television's effects on children; to persuade



broadcasters and advertisers to provide diversified, high-quality programming for children; and to stimulate research, experimentation, and evaluation in children's television. In 1975 ACT used a Corporation grant to launch a nationwide campaign to become a self-sufficient, publicly supported organization. As a result, it acquired 8,000 new members, primarily through the use of direct-mail advertising. This award, along with a loan from the Charles Stewart Mott Foundation, permitted ACT to conduct a direct-mail membership drive for one more year. Some of the monies were incorporated into a revolving fund to finance future membership appeals.

**Potomac Institute**

\$15,000

Many policy makers, educators, and others concerned about America's youth have suggested a national civilian service for young people as a partial solution to the problems of youth unemployment, underemployment, and an educational system that offers few alternatives to the routine process of formal schooling. While it might also help meet some of the nation's needs for public and social services, there are a number of difficulties involved in establishing such a plan, including the enormous cost. The Committee for the Study of National Service, headquartered at the Potomac Institute in Washington, D. C., used Ford Foundation funds to examine the case for a national youth service and resolve questions about its viability. Grants from the Corporation, and the Field, New World, and Ford foundations, helped the Committee to disseminate the report and encourage discussion about its recommendations within minority, civic, and service organizations, in the media, and among public officials at the state and local levels.

**Accountants for the Public Interest (API)**

\$13,000

API was founded in San Francisco in 1972 by accountants concerned with helping minority and consumer organizations deal with complicated fiscal problems relating to health, housing, environmental, and educational issues, and other matters crucial to their interests. Today over 1,000 volunteer accountants offer their assistance to the public through API. This grant for travel and salary costs is enabling API's staff to meet with the six major associations representing the accounting profession and develop a volunteer program on a national scale. The Ford Foundation is also funding the project.



# Other grants

There are always each year a few Corporation-supported projects which fall outside the four major program areas but which are nevertheless important to the aims and charter of the foundation. Some relate to the roles or functioning of philanthropic institutions in American society; others, including support of public library interests, grow out of the Corporation's historical traditions; still others prove to be the start of new directions in grant making.

**Carnegie Commission on the Future of Public Broadcasting\***

\$570,000

In 1977 the Corporation made an appropriation of \$1 million to establish the Carnegie Commission on the Future of Public Broadcasting. A decade had passed since the original Carnegie Commission on Educational Television had issued its report outlining a design for public broadcasting, and it was thought that the time was right to take another long-range look at the field. Under the direction of William McGill, president of Columbia University, the members of the new Commission spent 19 months studying issues relating to public television and public radio in four principal areas: programming, financing, public participation, and dissemination technology. The result of their work was a report, entitled *A Public Trust*, which was published in 1979. It contains recommendations for reshaping the country's public broadcasting system at the national level and for financing increased service and programming at the national, state, and local levels. Although the Commission held its last formal meeting in December 1978, efforts continued for more than a year to assist implementation of the changes envisioned by the report. Activities included participation in discussions within the public broadcasting community and giving advice and testimony at the request of legislative bodies concerned with improving the medium's structure and quality. The Corporation made two appropriations, one in October, for \$345,000, and the second, in June, for \$225,000, to support the Commission's operations.

**National Association of Educational Broadcasters**

\$15,000

**Public Broadcasting Service**

\$15,000

The 1979 report of the Carnegie Commission on the Future of Public Broadcasting has been the subject of continuing debate in the public broadcasting community. Last March, the National Association of Educational Broadcasters, the Public Broadcasting Service, and the Interregional Council on Public Television Policy jointly sponsored a series of conferences designed to

\* Program administered by officers of the Corporation.

encourage further consideration of the issues raised by the Commission. At each of the meetings, which were attended by chief executive officers and other representatives of licensed public radio and television stations, the Commission's report was used as the focal point of an intensive examination of the structural, technological, and financial issues affecting public broadcasting. Participants also attempted to identify areas of common concern that might form the basis of long-term cooperative efforts. These two grants contributed to the cost of the gatherings, with additional funding provided by the Ford, Alfred P. Sloan, and Andrew W. Mellon foundations, as well as the Corporation for Public Broadcasting.

**George Washington University**

**\$150,000**

The Institute for Educational Leadership (IEL) of George Washington University was established in 1970 to analyze and improve the process of policy making in the American educational system. To help achieve these objectives, IEL gears its activities toward increasing communication between educators and policy makers in state and federal government in the belief that closer ties between the two groups will result in more effective planning and administration of public programs. IEL, which has received major support from the Ford Foundation, is also funded by contracts and grants from government agencies and other foundations. The Corporation previously financed two IEL undertakings: a public radio series over National Public Radio entitled *Options in Education*, and the Family Impact Seminar, a project designed to assess the effect of public policies on family functioning. This grant is enabling IEL, under the direction of Samuel Halperin, to develop, over the next two years, new programs to address issues related to its work.

**Council on Learning**

**\$15,000**

The Council on Learning was founded in 1969, under the name Educational Change, to promote innovation in higher education. To fulfill its purpose, the Council engages in a number of activities including the sponsorship of research, conferences, and studies of public policy relating to education. The organization also publishes *Change Magazine*, a monthly periodical that addresses a wide range of issues affecting people in academic life. This grant from the Corporation, along with funding from a number of other foundations and corporate donors, enabled the Council to continue its work through the end of 1979.

**Foundation Center**

**\$150,000**

The Foundation Center, established in 1956 at the initiation of the Corporation's officers, is the only agency that performs the task of gathering, analyz-



ing, and disseminating information on philanthropic foundations and their grants. Its services include publication of the *Foundation Directory*, the standard reference book in the field, and the *Foundation Grants Index*, which appears bimonthly in the Council on Foundation's publication *Foundation News*; and operation of a computerized information system. The Center also maintains an extensive library network with national headquarters in both New York City and Washington, D. C., two field offices, and 63 local repositories. These and other services are offered to foundations, the government, grant seekers, and the public. The Corporation's past contributions to the Foundation Center amount to over \$1 million. This grant, along with funds from a number of other foundations, is continuing that support for another three years.

### **National Committee for**

### **Responsive Philanthropy (NCRP)**

\$82,500

The Commission on Private Philanthropy and Public Needs, also known as the "Filer Commission," after its chairman, John H. Filer, spent two years studying the role of foundations, corporate philanthropy, and traditional charities operating in this country. Serving in an advisory capacity to the Commission was an *ad hoc* coalition of social change, minority, women's, and poor people's organizations, called the Donee Group, which criticized private philanthropy on the grounds that it had been generally unresponsive to the needs of its constituencies and offered its own recommendations for reform. In 1976, after the Filer Commission disbanded, the Donee Group established NCRP, a broader-based coalition. Through research, advocacy activities, and information dissemination, NCRP's aim is to encourage changes in private philanthropy and make it more accessible and accountable to public interests. The Corporation's 1977 grant for the work of NCRP is being renewed by this three-year award, which is also paying some travel costs for board members to attend the organization's meetings. NCRP has received additional funding from a number of other foundations and corporations.

### **Aspen Institute for Humanistic Studies**

\$15,000

The Committee for the Third Sector was formed in July 1978 with the sponsorship of the Aspen Institute for Humanistic Studies to address issues of concern to the private nonprofit community. Its first project was a series of three seminars designed to assess the principles that guide the philanthropic world and explore the relationships that exist between business, government, and the private nonprofit sector. Corporation funds contributed to the cost of the first meeting, which was held at Wye, Maryland, in June of 1979, under the chairmanship of John Gardner. Reports on the seminars' contents and conclusions are being published by the Committee and widely distributed as a means of promoting further discussions among leaders and policy makers in these fields.



**Teachers College, Columbia University****\$24,000**

Since its founding in 1911, the Corporation has supported projects that often reflected, and sometimes influenced, many of the nation's social, intellectual, and educational movements. Ellen Lagemann, adjunct assistant professor at Columbia University's Teachers College, is using this grant to research and write about the Corporation's history in this regard. Her work is expected to produce a number of monographs and articles on such topics as the expansion of testing programs, the development of international studies, and the work of James B. Conant.

**New York Public Library (NYPL)****\$15,000**

The National Citizens Emergency Committee to Save Our Public Libraries was organized in 1976 in response to the rising operating costs and municipal funding cutbacks that are jeopardizing public library services in both large and small communities across the country. Its membership currently includes representatives from citizens' groups in over 40 states. Under the direction of Whitney North Seymour, a former trustee of NYPL, the Committee gathers and publishes information about library use to communicate the national importance of public libraries to the news media, public officials, and community leaders. This grant, administered by NYPL, supported the work of the Committee while it prepared background papers and other material for its participation in the White House Conference on Library and Information Services held in November 1979.

**Coalition of Labor Union Women (CLUW)****\$6,000**

In October 1979, CLUW, along with several other women's organizations, sponsored a conference in Washington, D. C., on how the principle of "equal pay for work of equal value" could be more effectively implemented. Discussions centered on a number of issues related to pay discrimination including the question of why female-dominated job categories continue to offer substantially lower salaries than those in which males predominate. One specific goal of the meeting was to help create a community of interested and informed individuals to lead the effort to achieve wage equity in all forms of employment. Costs associated with the project were paid by the Corporation, the Ford Foundation, and the German Marshall Fund.

**National Committee on United States-China Relations****\$2,600**

The first delegation of women leaders from mainland China to visit the United States arrived in May 1979, under the auspices of the National Committee on United States-China Relations. The group traveled across the country for three weeks to talk with prominent women serving in a variety of private and public offices. Two days of their trip were spent at the Johnson Foundation's conference center in Racine, Wisconsin, where they met with 15 American

women for informal discussions about women's involvement in the fields of health, education, and labor. Corporation funds paid travel expenses for 13 of the American participants.

### **Education Writers Association (EWA)**

\$4,000

EWA is a membership organization of education writers working on newspapers and in the broadcast media. In December 1978, in cooperation with Harvard University's Graduate School of Education, the organization held a two-day seminar for 20 selected EWA members and leading educators to discuss finance, governance, and the curriculum in elementary, secondary, and higher education. Corporation funds helped pay the round-trip fares for a number of reporters. Other conference expenses were met by the New York Times Company Foundation, the Ford Foundation, and the Poynter Fund.

## **International program\***

Throughout most of its 67-year history, Carnegie Corporation has maintained a small program of grants for international purposes. Each year approximately 7½ percent of the annual income has been devoted to educational activities in countries of the former British Commonwealth. Current geographic emphases are southern Africa, the Caribbean and, to a lesser extent, the South Pacific.

In considering applications, special attention is given to educational projects that support peaceful change in southern Africa. In the Republic of South Africa the emphasis is on developing and supporting black leadership, encouraging communication among racial groups, and increasing the protection of all citizens under the law. In Zimbabwe-Rhodesia, priority is given to projects to plan for the social and economic changes that will accompany the transition to majority rule.

The role of women in national development has been chosen as a particular focus and support is given to selected efforts to integrate women's economic interests and needs into national and regional development planning. Support of women's bureaus and their projects is one expression of this concern, and leadership development among women is another. Corporation support is also given to the dissemination of information about the activities of women and others in Commonwealth countries.

*\* The Corporation charter requires that support provided under this program be limited to countries or territories outside the British Isles which were a member of the British Commonwealth of Nations or were a British colony as of April 1948.*



**Legal Resources Trust****\$140,000**

In 1978 a \$125,000 grant to the University of the Witwatersrand in South Africa created the Centre for Applied Legal Studies (CALS) to engage in a program of research and public education on the various ways in which South African law affects the black community. Now, a two-year award from the Corporation, along with support from the Ford Foundation, the Rockefeller Brothers Fund, and South Africa's Anglo-American Trust, is helping to establish the Legal Resources Centre as the operational counterpart of CALS. Under the direction of Arthur Chaskalson, one of the foremost lawyers in South Africa, the Centre is pursuing cases that have the potential of contributing to legal reform in the country and, at the same time, is helping to educate law students in the handling and preparation of public interest litigation. The Centre's specific activities include offering advice and assistance to existing legal aid clinics and providing professional supervision and weekly seminars for the students who run them. In addition, a new legal clinic has been formed to serve the black community of Soweto. It is focusing on areas of the law that are important to local residents, such as employment and housing. Funds for this project are being administered by the Legal Resources Trust.

**United States-South Africa****Leader Exchange Program (USSALEP)****\$150,000**

A number of factors, including the lack of enough trained white personnel to manage South African businesses and social services, have made it possible for some members of the country's African, "coloured," and Asian population to move beyond the low-level jobs to which they had previously been relegated into middle management or higher levels of responsibility. USSALEP's Careers Development Project, headquartered in Johannesburg, was initiated by Corporation funding in 1975 to assist this trend. Since the Project's inception, 100 individuals from a variety of fields, including labor, education, and health care, have received short-term grants for training within the country, and an additional 23 have taken part in educational programs in the United States. This grant is supporting the Project over the next two years while also allowing it to expand training opportunities for disadvantaged South Africans in the United States and seek new funding sources. Several other American foundations and corporations, as well as South African businesses, are supporting the Project.

**University of Cape Town****\$15,000**

The First International Conference on Human Rights in South Africa was held in Cape Town, South Africa, in January 1979. The Conference, sponsored by several South African law associations, was designed to stimulate interest among South African lawyers in the relationships between human



rights issues and the law and to contribute to the public debate regarding the evolving form and content of constitutional government in that country. Speakers included prominent jurists, academics, and journalists from South Africa and other countries around the world. This grant to the University of Cape Town, which served as host for the meeting, helped pay the travel expenses of foreign participants. Additional contributors to the project were the Ford Foundation, the Anglo-American Corporation, the Society of University Teachers of Law, and the British Council.

**For Planning Multiracial Discussions in South Africa on Alternatives for the Country's Political Future\*** \$13,000

Interracial dialogue on questions of national importance is rare in South Africa. As a step toward remedying this situation, John Rees, director of the South African Institute of Race Relations, and Benjamin Pogrund, deputy editor of the *Rand Daily Mail* in Johannesburg, are organizing a series of discussions about the country's future among a racially mixed group of prominent South Africans. Participants in the dialogue are being asked to formulate realistic suggestions for reducing political and social inequities and to explore alternative policy directions the country might pursue. In 1978, while serving as a visiting professor at Goshen College in Indiana (which is serving as fiscal agent for this grant), Rees led a two-day conference, supported by the Corporation and the Johnson Foundation, that brought together experts in a variety of fields to help develop guidelines for the discussions. Corporation funds also assisted planning for this project in the United States and South Africa.

**Joseph Rowntree Charitable Trust** \$30,000

The political and economic changes occurring in southern Africa, especially those in Zimbabwe-Rhodesia and Namibia, have caused special economic hardships and problems for southern Africa's other emerging nations. In July 1979 the President of Botswana, acting on behalf of five independent countries in southern Africa—Zambia, Tanzania, Botswana, Angola, and Mozambique—convened a meeting in Arusha, Tanzania, that brought together directors of western development assistance agencies, ministerial representatives of southern African countries, and others interested in the region's future, to discuss the coordination of development planning and assistance efforts by the international community. Conference participants also considered ways to foster economic cooperation among the countries involved and reduce their external economic dependence. Some of the costs of preparing for the meeting were paid by the Corporation through a \$15,000 grant made in October 1978. An additional \$15,000, awarded in the summer of 1979,

*\* Grant administered by officers of the Corporation.*

helped support conference activities. The Joseph Rowntree Charitable Trust administered the funds.

**Makerere University**

\$14,750

The Corporation has provided support for the development of Makerere University in Uganda since 1942, and for its Institute of Education, which was established in 1964 to promote teacher training, particularly in primary education. In recent years, however, the University's resources have been severely depleted and many members of its staff left to work in other African countries. This grant for travel, professional fees, and related expenses enabled professor James Sheffield of Teachers College, Columbia University, to act as a consultant to Makerere University and various international aid organizations interested in helping to rebuild the institution.

**United Nations Economic Commission for Africa**

\$47,200

The African Training and Research Centre for Women (ATRCW) in Addis Ababa, Ethiopia, a unit of the United Nations Economic Commission for Africa, is the foremost agency concerned with women's development activities in Africa. Its diverse program of pilot projects, training, education, and other types of assistance focuses on economic issues, which are of prime importance to women throughout Africa, particularly those in poor, rural areas. This two-year grant is enabling ATRCW to offer 20 women leaders from African countries the opportunity to visit model projects and institutions it sponsors. Participants in the travel/study tours will gain first-hand experience of active, successful women's programs that are relevant to the needs of their own communities. Corporation funds are also permitting two ATRCW staff members to travel outside Africa for research and consultation pertaining to the organization's work.

**African-American Institute**

\$132,500

There is growing international awareness that planning for economic development has scarcely recognized the multiple roles performed by women in developing countries, much less encouraged the expansion of women's economic opportunities and, ultimately, their potential for national leadership. Because this problem is particularly acute in Africa, the African-American Institute has established an African Women in Development Program, intended to identify and assist women in government, business, education, and other fields who show promise of being able to mobilize their countries' concern about women's issues. Under the direction of Gayla Cook, the program will offer these individuals a broad range of training opportunities including international travel to increase their understanding of the processes involved in economic and social development and workshops to improve their administrative and managerial skills. The Corporation is contributing to the



costs of starting up the program with additional funding being provided by the U. S. Agency for International Development.

### **University of Rhodesia**

\$81,500

During this time of Rhodesia's prospective transition to the independent state of Zimbabwe, representatives of Rhodesian women's organizations have established the Zimbabwe Women's Bureau to address economic and other issues significant to rural and urban women in the nation—issues that are likely to be the subject of future government policy. The Bureau's work is supplemented by a research unit located at the Center for Inter-Racial Studies at the University of Rhodesia. Both organizations received Corporation funding in 1978 and since that time have undertaken projects such as the research unit's survey of urban black Rhodesian women that identified their primary social and economic concerns. This additional grant is helping the bureau and research unit continue their activities, which are expected to include a national meeting on the needs of women and the production of materials on the contributions of women to the country's development.

### **World Education**

\$15,000

A 1978 Corporation grant permitted the University of the West Indies to establish a Women and Development Unit (WAND) to coordinate women's programs in the Caribbean and influence development planning on behalf of women. Under the direction of Peggy Antrobus, WAND's primary operations include workshops and seminars to help women in the region design and implement income-generating projects. The organization engaged World Education, a private American technical assistance agency, to help determine the effectiveness of its work by providing an evaluation of these and other WAND enterprises based on interviews with participants, a review of their follow-up activities in their own communities, and other factors. World Education is also expected to produce an assessment of WAND's general progress in achieving its overall goals. The evaluation effort was paid for by the Corporation, and the U. S. Agency for International Development contributed funds to enable World Education to offer staff training in evaluation methods at WAND seminars.

### **New TransCentury Foundation**

\$7,000

The New TransCentury Foundation is an American private voluntary agency based in Washington, D. C. In 1978, with the help of the U. S. Agency for International Development, the Foundation produced and disseminated a guide entitled *Funding Resources for Women in Development Projects*, which provides information about potential sources of American grants, the types of women's projects that have received funding, and advice on applying for support. Corporation financing permitted an additional 500 copies of the



publication to be printed and distributed to women's groups and other interested organizations in the English-speaking countries of Africa and the Caribbean. An equal number of companion guides on European funding were also made available as a result of this grant.

### **Population Council**

\$5,600

Policy makers in most Third World countries are still largely unaware of how to design and run development assistance programs that further the economic interests of women. One reason for this is that they know very little about the current productive activity of women and have insufficient data about the contributions of women's labor. In 1978, the Corporation contributed to the cost of publishing a special issue of the Population Council's monthly journal, *Studies in Family Planning*, to provide policy makers and program directors with information and practical suggestions on expanding women's economic roles. This grant paid the expense of including additional material and producing a larger publication than was originally anticipated.

### **African-American Institute (AAI)**

\$358,000\*

Increased understanding of and interest in Africa by American legislators is, in large part, a result of conferences, briefings, and travel opportunities for government officials and others arranged through AAI's Program on Policy Issues in African-American Relations. The Corporation has assisted these activities since 1968 and is renewing its support with this three-year grant. Specifically, the funds are being used for three annual African-American conferences, two in this country and one in Africa; for two regional United States meetings on Africa for state, local, and other area leaders, including members of the media; and for seminars in Washington, D. C. and New York City for legislative assistants and key aides to Senators and Representatives. Half the expenses of the international conferences are being paid by the Ford Foundation.

### **Science Education Programme for Africa (SEPA)**

\$70,000

In 1961 British, African, and American educators met to plan a curriculum for African education that would recognize the special needs and environment of African students. The most successful program that resulted from their deliberations focused on science. In recent years, it has been carried out by SEPA, an education development organization, through such activities as teacher training and the publication of educational materials for science instructors. With Corporation support, SEPA is now conducting a 20-month review of the nearly two decades of science education in Commonwealth Africa, both as an examination of a large-scale attempt at curriculum develop-

\* Grant appropriated from both U. S. and International funds.

ment and as a means of planning for SEPA's future. The study has three main objectives: to gather and analyze information on science education in English-speaking Africa since 1960; to assess the role of SEPA and its predecessor, the African Primary Science Program in that history; and to present the findings in a book aimed at an audience of African policy makers and those interested in aiding education in African countries.

**University of the West Indies**

\$32,000

Since 1954 the Corporation has helped support periodic meetings of vice-chancellors from universities in former colonies of the British Commonwealth in Africa, the West Indies, Southeast Asia, and the South Pacific. Other participants include representatives of academic organizations, foundations, and government aid agencies in Great Britain, North America, and Western Europe. The conferences, which are held in various locations throughout the world, give the vice-chancellors, many of whom are from young institutions in isolated areas, the opportunity to discuss issues of concern with one another and with other educators. In addition, the meetings encourage a spirit of interuniversity cooperation and facilitate communication between the vice-chancellors and academic organizations and funding sources in developed countries that can assist them. The last conference, held in Jamaica in March 1979, was sponsored by the University of the West Indies. This grant paid part of the cost of the air fares for some of the vice-chancellors. A portion of the other travel expenses were covered by the Inter-University Council.

# Program development and evaluation fund

An Evaluation Studies Fund was established in 1971 to provide a source from which the officers could commit funds for outside evaluations of major Corporation-supported projects. The Fund encouraged the Corporation's staff to follow up grant commitments with objective reviews of what had been learned. In 1975 the Fund was expanded under the title, Program Development and Evaluation Fund, to include the expenses involved in exploring new programs. The following allocations, totaling \$44,040, were made from the 1978-79 Program Development and Evaluation Fund:

For an assessment of the needs of Hispanic women in New York City	\$ 6,000
Center for Law and Education, toward a seminar series on minimum competency testing	\$ 9,700
For a review of the role of litigation in efforts to improve the quality of education	\$12,500
For development of educational planning for black South Africans	\$15,840



# Dissemination fund

The Dissemination Fund was created in 1957 to assist in the completion of books and other publications related to Corporation interests and to ensure their widespread promotion and distribution. Prior to 1957, it had been customary to include in many grants enough funds to cover anticipated publication expenses. The Fund, however, has proved a more economical and effective means of disseminating the results of Corporation grants: it provides some leverage to get studies finished and appropriately written up and more flexibility in selecting significant projects for special attention. The following allocations, totaling \$14,665, were made from the 1978–79 Dissemination Fund:

Purchase of 100 copies of the book, <i>Creative Philanthropy: Carnegie Corporation and Africa 1953–73</i> , by E. Jefferson Murphy, which resulted from an evaluation undertaken for the Corporation, for distribution at the Association of Black Foundation Executives conference on “Opportunities and Responsibilities of the Private Sector in Africa”	\$ 565
Editorial assistance for a manuscript on women’s campaign experiences, which resulted from Corporation grants to the National Women’s Education Fund	\$5,000
Promotion of the book, <i>Tradition and Innovation: General Education and the Reintegration of the University</i> , by Robert Belknap and Richard Kuhns, which resulted from Corporation grants to Columbia University	\$2,200
Subsidy of a paperback edition of the book, <i>Family Policy: Government and Families in Fourteen Countries</i> , edited by Sheila Kamerman and Alfred Kahn, which resulted from a Corporation grant to Columbia University	\$4,500
Printing and distribution of 100 copies of the High/Scope Educational Research Foundation’s monographs on its study of the long-term impact of early education programs on the development of disadvantaged children, which the Corporation helped to support	\$2,400

# Publications resulting from grants

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations.

Grants in the field of higher education resulted in the following publication:

**A Guide to Educational Programs in Noncollegiate Organizations, 1978 Supplement**

(The University of the State of New York)

A number of publications are addressed to various other issues in education:

**Black Foremothers: Three Lives**

by Dorothy Sterling (The Feminist Press and McGraw-Hill Book Company)

**Out of the Bleachers: Writings on Women and Sport**

by Stephanie L. Twin (The Feminist Press and McGraw-Hill Book Company)

Several publications concerned with young children reflect the Corporation's interest in that area:

**Bilingual Education, Current Perspectives: Synthesis**

Volume 5 in a series by the Center for Applied Linguistics

**Enhancing Motivation: Change in the Classroom**

by Richard deCharms (Irvington Publishers)

**Human Sexuality: A Comparative Developmental Perspective**

edited by Herant A. Katchadourian (University of California Press)

**The Origins of Human Competence: The Final Report of the Harvard Preschool Project**

by Burton L. White, Barbara T. Kaban, and Jane Attanucci (Lexington Books)

**A World of Children: Daycare and Preschool Institutions**

by Nancy M. Robinson, Halbert B. Robinson, Martha A. Darling, and Gretchen Holm (Brooks/Cole Publishing Company)

**Young Children in Action: A Manual for Preschool Educators**

by Mary Hohmann, Bernard Banet, and David P. Weikart (The High/Scope Press)

The following book emerged from the Corporation's public affairs program:

**Setting National Priorities: The 1980 Budget**

Edited by Joseph A. Pechman (The Brookings Institution)

This book reflects the Corporation's activities in international affairs:

**Ethnocentrism and Intergroup Attitudes: East African Evidence**

by Marilyn B. Brewer and Donald T. Campbell (Halsted Press)

Other publications of special interest are:

**A Public Trust**

A report by the Carnegie Commission on the Future of Public Broadcasting (Bantam Books)

**Puerto Ricans and Health: Findings from New York City, Monograph 1**

by José Oscar Alers (Hispanic Research Center, Fordham University)

**Who Gets Ahead? The Determinants of Economic Success in America**

by Christopher Jencks, Susan Bartlett, Mary Corcoran, James Crouse, David Eaglesfield, Gregory Jackson, Kent McClelland, Peter Mueser, Michael Olneck, Joseph Schwartz, Sherry Ward, Jill Williams (Basic Books)

The Carnegie Council on Children was created in 1972 by Carnegie Corporation of New York to explore the current position of children in American society and to develop policy recommendations for ways in which the needs of children and their families can be met. The following book is the fourth in a series of five reports resulting from the Council's work:

**Small Futures: Children, Inequality, and the Limits of Liberal Reform**

by Richard H. de Lone (Harcourt Brace Jovanovich)



**The  
report of  
the secretary**



# The report of the secretary

Two trustees, Harding Bancroft and Louis Cabot, both of whom joined the board in 1966 and made significant contributions to the work of the Corporation, retired this year. Mr. Bancroft, former vice chairman of *The New York Times*, was a member of the executive committee and subsequently the finance and administration committee for eleven years and a member of the nominating committee for the past four years. He was vice chairman of the board from 1974 until his retirement in December. He also served on two special trustee committees, to study the structure and functions of the board and its committees in 1971 and to review the Commonwealth Program in 1975, and was a member of the Task Force on Public Broadcasting. Mr. Cabot, who is chairman of the board of the Cabot Corporation, was a member of the executive committee for four years, of the nominating committee from 1974 until his retirement, and of the 1971 special trustee committee.

Two new trustees, Jack G. Clarke and John C. Whitehead, were elected in February. Mr. Clarke, who holds a B.A. degree from Hofstra University, an LL.B. from Cornell University, and an LL.M. in international law from Harvard University, is a director and senior vice president of Exxon Corporation. He is a member of the boards of the American Ditchley Foundation, the National Planning Association, and the U. S. Council of the International Chamber of Commerce and a director of the Amstar Corporation. Mr. Whitehead is a senior partner of Goldman, Sachs & Co. He holds a B.A. degree from Haverford College and an M.B.A. degree from the Harvard Graduate School of Business Administration. He is a director of several companies and chairman of the board of managers of Haverford College.

The trustees held regular board meetings on October 12 and December 14, 1978, and February 22, April 12, and June 14, 1979. A special two-day



retreat meeting to permit in-depth discussion of the Corporation's programs was held in Philadelphia, Pennsylvania, on March 29 and 30, 1979.

Phyllis Goodhart Gordan, whose term was due to expire at the end of the annual meeting in December, was reelected to a one-year term. Caryl P. Haskins was reelected chairman of the board and John C. Taylor, 3rd, was elected vice chairman.

During the year, the finance and administration committee consisted of Carl M. Mueller, chairman; John G. Gloster, Mr. Haskins, Madeline H. McWhinney, Alan Pifer, Mr. Taylor, and Mr. Whitehead. It met on October 19 and November 21, 1978, and January 18, April 18, July 18, September 10, and September 20, 1979.

The nominating committee was composed of Ms. McWhinney, chairman; Thomas R. Donahue, Mr. Pifer, Jeanne Spurlock, and Mr. Taylor. It met on October 12 and December 14, 1978, and March 22, 1979.

In January, Danella Schiffer joined the Corporation's staff in the newly created position of Corporate Liaison Officer. Ms. Schiffer was formerly an assistant vice president at Citicorp and director of its Urban Affairs/Human Resources Department. She received a B.A. degree from Queens College of the City University of New York, an M.S. from City College, and a Ph.D. in industrial/organizational psychology from New York University. Her responsibility at the Corporation is to explore areas of philanthropic endeavor of possible common interest among corporations, corporate foundations, and Carnegie Corporation.

The  
report of  
the treasurer





# The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 81 through 114. The following comments highlight and supplement the information presented in the financial statements.

## Investment matters

On September 30, 1979, the market value of the Corporation's investment assets was \$294.5 million, compared to \$284.5 million one year earlier.

The table below shows the composition of these investment assets, together with net realized gains or losses on transactions during the year.

*The investment portfolio on September 30, 1979*

	Market value	Percent of total	Net realized gain (loss) on investment transactions during year
Equities			
Common stocks	\$189,884,258	64.5	\$5,666,994
Convertible securities	9,528,143	3.2	(60,193)
Fixed income securities			
Short term	61,274,335	20.8	5,192
Other	33,800,509	11.5	(3,469,261)
	<u>\$294,487,245</u>	<u>100.0</u>	<u>\$2,132,732</u>

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. To monitor the progress toward this objective, a monthly index of total return on the portfolio is calculated. The index shows a total return of 10.1% for the year ended September 30, 1979, just slightly less than the 10.9% return in the preceding year.

The Corporation's trustees, within investment policies and standards set by them, delegate discretion over decisions on individual purchases or sales of securities to the two investment managers: Morgan Guaranty Trust Company of New York, and Miller, Anderson & Sherrerd, a Philadelphia firm. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community. The board's finance and administration committee periodically reviews and ratifies all such transactions and holds regular meetings with the investment managers.

In delegating initial authority to outside managers, the trustees retain responsibility for investment policy decisions, including decisions involving the social performance of business firms represented in the investment portfolio. As part of their responsibility to consider corporate social performance, the trustees have endorsed the following procedures for voting proxies.

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature. Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies will be voted. The consideration of proxy issues by the trustees is not limited to merely a positive or negative vote on particular proposals. It sometimes involves written and oral communication with senior officers of firms whose securities have a place among the Corporation's assets.

### **The Corporation's income**

The income from investments for the year ended September 30, 1979, was \$19,225,045, an increase of 12.7 percent from \$17,058,847 the preceding year.

The net realized gain on investment transactions during the year was \$2,132,732 compared with a loss of \$26,798 in the 1977-78 fiscal year. Since the Corporation's inception, the cumulative net gain on investment transactions has been \$136,655,707. Prior to 1978-79, \$30,152,136 of this gain had been allocated to income and used for grant appropriations. During 1978-79, \$3,883,397 of these allocations were restored to the principal fund.

### **Appropriations and expenditures**

For the United States and International programs, a total of \$12,284,722 was appropriated in fiscal 1979. A complete list of appropriations is shown on pages 92 through 114.

Any balance held by a grantee after a project has been completed or terminated is normally refunded to the Corporation. These refunds, along with cancellations of commitments made in prior years, are listed on page 114 as adjustments of appropriations. For the year ended September 30, 1979, these refunds and cancellations provided \$58,910, so that net appropriations amounted to \$12,225,812.

General administration and program management expenditures, shown in detail on page 91, were \$2,102,386, compared with \$1,869,688 in the prior fiscal year.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was \$402,055, a sum which otherwise would have been available for philanthropic grants.

*Ten-year summary of financial highlights (in thousands)*

Fiscal year ended September 30	Market value of investments at year end	Investment income	Appropriations for grants—net	All other expenditures net of miscellaneous income	Excess (deficiency) of income over expenditures	
					Current year	Cumulative for last ten years
1979	\$294,487.2	\$19,225.0	\$12,225.8	\$3,115.8	\$3,883.4	(\$26,752.4)
1978	284,500.7	17,058.8	11,844.9	2,800.3	2,413.6	(30,635.8)
1977	271,999.6	15,155.9	12,529.2	3,112.2	(485.5)	(33,049.4)
1976	280,134.1	13,312.3	12,802.2	3,185.7	(2,675.6)	(32,563.9)
1975	239,886.5	11,627.3	13,564.8	2,835.9	(4,773.4)	(29,888.3)
1974	198,948.8	10,674.2	15,577.6	2,527.7	(7,431.1)	(25,114.9)
1973	336,453.0	9,997.3	16,448.9	2,499.6	(8,951.2)	(17,683.8)
1972	351,814.9	11,540.6	15,465.2	2,332.0	(6,256.6)	(8,732.6)
1971	317,202.8	13,216.0	12,774.8	1,603.5	(1,162.3)	(2,476.0)
1970	282,501.3	13,420.1	13,532.4	1,201.4	(1,313.7)	(1,313.7)

**Audit by independent accountants**

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1978–79.

The Corporation's financial statements and related schedules, together with a report of Peat, Marwick, Mitchell & Co., appear in the following pages.



## Opinion of independent accountants

The Board of Trustees  
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1979 and 1978, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1979 and 1978, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

The examinations referred to above were directed primarily toward formulating an opinion on the financial statements of Carnegie Corporation of New York, taken as a whole. The current year's supplementary data included in Schedules 1–3 are presented for supplementary analysis purposes and are not necessary for a fair presentation of the financial position and changes in fund balances of Carnegie Corporation of New York. The current year's supplementary data have been subjected to the auditing procedures applied in the examinations of the basic financial statements, and in our opinion, are stated fairly in all material respects only when considered in conjunction with the financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York  
November 9, 1979

Carnegie Corporation of New York  
 Exhibit A  
**Balance Sheets**  
 September 30, 1979 and 1978

Balance sheets	1979	1978
<b>Assets</b>		
Investments (market value \$294,487,245 in 1979; \$284,500,744 in 1978)		
Equities (at cost)	\$158,323,069	\$158,393,804
Fixed income (at amortized cost)	97,440,853	93,476,538
	255,763,922	251,870,342
Cash	925,187	298,471
Total assets	\$256,689,109	\$252,168,813
<b>Liabilities and fund balances</b>		
<b>Liabilities</b>		
Unpaid appropriations	\$10,563,135	\$12,135,613
Federal excise tax payable	402,138	329,142
Total liabilities	10,965,273	12,464,755
<b>Fund balances</b>		
Income	—	—
Principal	245,723,836	239,704,058
Total fund balances	245,723,836	239,704,058
Total liabilities and fund balances	\$256,689,109	\$252,168,813

See accompanying notes to financial statements.

Carnegie Corporation of New York  
 Exhibit B  
**Statements of changes in fund balances**  
 for the years ended September 30, 1979 and 1978

Income fund	1979	1978
<b>Income</b>		
Interest and dividends	\$19,225,045	\$17,058,847
Less investment expenditures (note 3)	633,662	621,131
Net investment income	18,591,383	16,437,716
Other	22,267	19,399
Total income	18,613,650	16,457,115
<b>Expenditures</b>		
Provision for federal excise tax	402,055	328,974
General administration and program management (note 3)	2,102,386	1,869,688
Grant appropriations (net of refunds and cancellations of \$58,910 in 1979; \$321,974 in 1978)	11,384,119	11,771,391
Appropriations for studies and projects administered by the officers	841,693	73,491
Total expenditures	14,730,253	14,043,544
<b>Excess of income over expenditures</b>	3,883,397	2,413,571
<b>Restoration to principal fund of prior years' allocation of gains on investment transactions</b>	(\$3,883,397)	(\$2,413,571)

*See accompanying notes to financial statements.*



Principal fund	1979	1978
<b>Expendable:</b>		
Net realized gains and losses on investment transactions and reversionary interests		
Balance at beginning of year	\$134,519,326	\$134,544,377
Additions and deductions:		
Net realized gain (loss) on investment transactions	2,132,732	(26,798)
Net realized gain on recovery of reversionary interests	3,649	1,747
Balance at end of year	136,655,707	134,519,326
Net allocations to income fund		
Balance at beginning of year	(30,152,136)	(32,565,707)
Restored from income fund	3,883,397	2,413,571
Balance at end of year	(26,268,739)	(30,152,136)
Expendable balance, net, end of year	110,386,968	104,367,190
<b>Nonexpendable (balance at beginning and end of year):</b>		
Endowment	125,000,000	125,000,000
Legacy	10,336,868	10,336,868
Total nonexpendable	135,336,868	135,336,868
Total principal fund balance	\$245,723,836	\$239,704,058

See accompanying notes to financial statements.

Carnegie Corporation of New York  
**Notes to financial statements**  
September 30, 1979 and 1978

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting and accordingly reflect all significant receivables and payables. However, investment income is recorded on a cash-collected basis, and fixed asset acquisitions are not capitalized but are charged against income in the year acquired. The recognition of investment income on a cash-collected basis and the omission of capitalization of fixed assets have no material effect on the financial position or the results of operations.

The resources of the Corporation are accounted for in two funds—income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources were received from Andrew Carnegie who by the terms of the conveying instruments stipulated that the principal may never be expended. Expendable resources represent net realized gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Law.

- (2) The Corporation has a non-contributory retirement plan under arrangements with Teachers Insurance and Annuity Association and College Retirement Equities Fund which provides for the purchase of annuities for employees. Retirement plan expense for the years ended September 30, 1979 and 1978, was \$191,562 and \$169,021 respectively. There were no unfunded past service costs.
- (3) The Corporation shares office facilities and certain personnel with The Carnegie Foundation for the Advancement of Teaching. Under such arrangement, the Corporation received \$100,000 in 1979 and 1978 from the Foundation as reimbursement for expenditures attributable to the Foundation's operations. Such reimbursement has been allocated to general administration and program management and investment expenditures in the amounts of \$94,799 and \$5,201 respectively, for 1979 and \$94,603 and \$5,397 respectively, for 1978.

Carnegie Corporation of New York  
Schedule 1  
**Income from investments**  
for the year ended September 30, 1979, and  
**Statement of investments held**  
at September 30, 1979

*Summary of investments held and income from investments*

	Amortized cost	Market value	Greater or (less) than amortized cost	Income
<b>Equities</b>				
Common stocks	\$150,130,932	\$189,884,258	\$39,753,326	\$9,434,515
Convertible securities	8,192,137	9,528,143	1,336,006	412,120
<b>Fixed income securities</b>				
Short term	61,274,335	61,274,335	—	5,059,196
Other	36,166,518	33,800,509	(2,366,009)	4,319,214
	<u>\$255,763,922</u>	<u>\$294,487,245</u>	<u>\$38,723,323</u>	<u>\$19,225,045</u>

*Statement of investments held*

Equities	Shares	Cost	Market value
<i>Common stocks</i>			
AMP, Inc.	32,300	\$918,811	\$1,138,575
Alcan Aluminum, Ltd.	44,000	1,345,250	1,771,000
American Home Products Corp.	20,000	574,500	557,500
American Hospital Supply Corp.	65,000	2,026,468	2,210,000
American International Group, Inc.	27,200	1,156,937	1,679,600
American Telephone & Telegraph Co.	222,844	11,964,116	12,256,420
Arizona Bank	25,149	208,045	421,246
Automatic Data Processing, Inc.	10,000	141,863	376,250
Avnet, Inc.	45,000	790,513	1,074,375
Avon Products, Inc.	51,300	2,394,365	2,545,763
Bankers Trust New York Corp.	23,000	881,615	1,060,875
Bristol-Myers Co.	40,000	1,374,622	1,450,000
CPC International, Inc.	60,100	2,952,524	3,425,700
Capital Holding Corp.	50,000	1,069,863	1,081,250
Centex Corp.	10,000	169,750	285,000
Cessna Aircraft Co.	53,000	1,013,437	1,066,625
Citizens & Southern Corp.	2,530	45,562	46,173
Citizens Fidelity Corp.	13,687	243,629	359,284
Coca-Cola Co.	39,666	884,563	1,452,767
Conoco, Inc.	25,300	852,512	1,106,875
Consolidated Edison Co. of New York, Inc.	118,200	2,786,111	2,777,700
Consolidated Freightways, Inc.	29,000	353,052	757,625
Continental Corp.	56,600	1,288,113	1,478,675
Continental Illinois Corp.	37,600	1,037,090	1,071,600
Data General Corp.	4,300	135,782	288,638
Dexter Corp.	16,000	308,702	362,000
Dominion Bankshares Corp.	35,200	496,875	580,800
Dover Corp.	23,500	462,829	1,389,438
Duke Power Co.	87,000	1,270,940	1,587,750



Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
DuPont (E. I.) de Nemours & Co.	40,000	\$1,870,136	\$1,690,000
Eckerd (Jack) Corp.	20,500	508,285	566,313
Exxon Corp.	114,600	4,895,537	6,761,400
Farmers Group, Inc.	100,000	1,666,187	2,825,000
First Charter Financial Corp.	70,000	1,230,738	1,365,000
First Kentucky National Corp.	14,500	219,917	474,875
Foremost-McKesson, Inc.	85,000	1,654,568	2,411,875
General Electric Co.	40,000	1,677,413	2,030,000
General Mills, Inc.	17,500	422,925	470,313
General Motors Corp.	46,911	2,288,370	2,931,938
General Telephone & Electronics Corp.	95,000	2,507,782	2,683,750
Gillette Co.	25,000	665,336	625,000
Golden West Financial Corp.	35,500	384,745	554,688
Grace (W. R.) & Co.	1,200	46,159	47,700
Great Western Financial Corp.	25,500	417,055	675,750
Gulf Oil Corp.	150,000	3,564,496	5,062,500
Halliburton Co.	9,200	599,344	763,600
Harte-Hanks Communications, Inc.	20,000	120,711	495,000
Hewlett-Packard Co.	25,000	1,210,781	1,456,250
Household Finance Corp.	62,500	1,234,730	1,296,875
Hughes Supply, Inc.	19,500	112,750	321,750
INA Corp.	86,800	2,932,212	4,014,500
Interco, Inc.	22,500	964,100	942,188
International Business Machines Corp.	192,000	11,544,139	13,008,000
Johns-Manville Corp.	40,000	1,103,400	1,005,000
Jonathan Logan, Inc.	78,750	871,538	1,013,906
K Mart Corp.	29,000	821,020	761,250
Kidde (Walter) & Co., Inc.	55,000	1,633,065	2,021,250
Kirsch Co.	12,100	210,853	228,388
Lenox, Inc.	24,000	631,718	678,000
Lubrizol Corp.	35,000	1,345,046	1,688,750
MCA, Inc.	27,500	1,178,256	1,409,375
Malone & Hyde, Inc.	37,500	905,311	1,115,625
Manufacturers Hanover Corp.	19,400	640,059	649,900
Marathon Oil Co.	80,000	2,108,491	3,580,000
McCormick & Co., Inc.	47,600	759,636	833,000
McDonald's Corp.	20,000	859,299	985,000
Mead Corp.	50,000	696,193	1,331,250
Medtronic, Inc.	8,000	191,306	441,000
Minnesota Mining & Manufacturing Co.	10,000	518,933	517,500
Mobil Corp.	70,000	1,620,731	3,613,750
Moore-McCormack Resources, Inc.	13,800	448,236	491,625
Motorola, Inc.	19,500	712,958	1,016,438
NCR Corp.	26,100	1,090,622	1,921,613
Nalco Chemical Co.	10,000	318,390	315,000
National City Corp.	23,500	1,018,625	1,069,250
National Gypsum Co.	26,500	428,950	602,875
Natomas Co.	45,000	2,398,125	2,548,125
Northern States Power Co. (Minn.)	39,300	943,719	933,375
Northwest Industries, Inc.	23,000	735,250	828,000
PHH Group, Inc.	16,800	246,735	369,600
Paccar, Inc.	5,000	258,050	300,000
Pay'n Save Corp.	6,800	98,892	197,200
Pennwalt Corp.	28,500	887,819	990,375
Pfizer, Inc.	46,000	1,263,030	1,587,000
Philadelphia National Corp.	26,500	668,225	811,563
Philip Morris, Inc.	53,600	1,964,129	1,889,400
Phillips Petroleum Co.	22,000	628,765	954,250
Public Service Co. of Indiana, Inc.	43,500	1,063,604	1,076,625
Pullman, Inc.	35,000	1,335,000	1,351,875
Quaker Oats Co.	38,500	912,555	1,034,688

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
RLC Corp.	22,500	\$242,988	\$253,125
Republic of Texas Corp.	30,000	552,875	821,250
Revco D. S., Inc.	49,000	963,394	1,347,500
Reynolds (R. J.) Industries, Inc.	29,600	1,692,979	1,894,400
Ryder System, Inc.	6,180	169,590	154,500
St. Regis Paper Co.	39,000	1,143,040	1,301,625
Sav-On Drugs, Inc.	30,000	304,979	375,000
Schlumberger, Ltd.	72,294	2,285,043	6,144,990
Scovill, Inc.	50,000	711,535	931,250
Seagram Co., Ltd.	50,000	1,269,525	1,818,750
Security Pacific Corp.	15,000	394,842	480,000
SmithKline Corp.	36,000	634,794	1,863,000
Southern California Edison Co.	47,240	1,229,770	1,257,765
Southwestern Life Corp.	40,000	770,125	1,375,000
Squibb Corp.	44,000	1,092,745	1,551,000
Standard Oil Co. (Indiana)	9,650	468,917	692,388
Standard Oil Co. (Ohio)	23,800	849,490	1,645,175
Stauffer Chemical Co.	46,906	885,230	1,102,291
Stewart-Warner Corp.	8,750	238,412	334,688
Sun Co., Inc.	13,000	724,216	861,250
Super Valu Stores, Inc.	23,000	417,329	480,125
Tenneco, Inc.	98,695	2,967,852	3,738,073
Texaco, Inc.	55,000	1,468,045	1,650,000
Texas Gas Transmission Corp.	59,000	860,897	1,534,000
Texas Utilities Co.	67,379	1,313,636	1,221,244
Textron, Inc.	50,000	1,040,958	1,381,250
Transco Companies, Inc.	50,000	1,065,243	1,775,000
Transway International Corp.	55,000	1,396,762	1,354,375
Travelers Corp.	15,000	413,550	588,750
U. S. Tobacco Co.	57,600	1,253,450	2,088,000
United Telecommunications, Inc.	25,000	467,438	512,500
Wal-Mart Stores, Inc.	37,906	551,939	1,208,254
Walter (Jim) Corp.	30,000	1,053,000	1,012,500
Waste Management, Inc.	14,400	458,881	527,400
Wells Fargo Co.	17,000	555,769	507,875
West-Point Pepperell, Inc.	35,000	1,162,793	1,185,625
Wheelabrator-Frye, Inc.	50,000	1,655,512	1,618,750
Total		\$150,130,932	\$189,884,258

Statement of investments held

Convertible securities	Par value or shares	Cost	Market value
<i>Bonds</i>			
American International Group, Inc. 4% July 1, 1997	\$807,000	\$806,794	\$960,330
Digital Equipment Corp. 4½% Dec. 15, 2002	1,650,000	1,659,375	1,963,500
Louisiana Land Offshore Exploration Co., Inc. 5% Oct. 1, 1982	1,250,000	827,875	1,287,500
Tandy Corp. 6½% Dec. 31, 2003	1,225,000	1,223,606	1,319,938
<i>Preferred Stocks</i>			
Burlington Northern, Inc. \$2.85	10,000	506,875	527,500
TRW, Inc. \$4.50 Ser. 3	9,000	633,970	677,250
Time, Inc. \$1.575 Ser. B	24,500	703,762	839,125
United Technologies Corp. \$3.875	36,000	1,829,880	1,953,000
Total		<u>\$8,192,137</u>	<u>\$9,528,143</u>

Fixed income securities	Par value	Cost	Market value
<i>Short term</i>			
<i>Certificates of Deposit:</i>			
Bank of America NT & SA, San Francisco, Calif. 10.47% Feb. 6, 1980	\$1,000,000	\$998,469	\$998,469
Bankers Trust Co. 10.98% Feb. 19, 1980	4,000,000	3,999,936	3,999,936
Continental Illinois National Bank 11% Feb. 19, 1980	1,000,000	999,778	999,778
Manufacturers Hanover Trust Co., N. Y. 10½% Jan. 23, 1980	3,000,000	2,996,551	2,996,551
Mellon Bank 11.30% Feb. 25, 1980	4,000,000	4,000,000	4,000,000
Pittsburgh National Bank 11¾% Feb. 25, 1980	1,500,000	1,500,000	1,500,000
Seattle First National Bank 11.07% Feb. 20, 1980	3,000,000	3,000,000	3,000,000
United California Bank 10.90% Feb. 13, 1980	1,000,000	999,474	999,474
11.10% Feb. 20, 1980	2,000,000	2,000,191	2,000,191
Wells Fargo Bank, NA, San Francisco, Calif. 10.98% Feb. 19, 1980	4,000,000	3,999,936	3,999,936
<i>Demand Notes:</i>			
Atlantic Richfield Co.	144,000	144,000	144,000
Federated Department Stores, Inc.	300,000	300,000	300,000
General Electric Co.	504,000	504,000	504,000
General Motors Acceptance Corp.	474,000	474,000	474,000
Tenneco Corp.	194,000	194,000	194,000



Statement of investments held

Fixed income securities	Par value	Cost	Market value
<i>Short term—Continued</i>			
<i>Promissory Notes:</i>			
American Express Credit Corp. 11.400% Oct. 2, 1979	\$2,700,000	\$2,700,000	\$2,700,000
General Motors Acceptance Corp. 11.400% Oct. 1, 1979	125,000	125,000	125,000
11.425% Oct. 9, 1979	1,529,000	1,529,000	1,529,000
International Harvester Credit Corp. 11.321% Oct. 4, 1979	5,100,000	5,100,000	5,100,000
<i>Repurchase Agreements:</i>			
Chemical Bank, N. Y. 11.55% Oct. 1, 1979	8,000,000	8,000,000	8,000,000
Continental Illinois National Bank & Trust Co. 11.55% Oct. 1, 1979	2,000,000	2,000,000	2,000,000
First National Bank of Chicago 11.55% Oct. 1, 1979	5,000,000	5,000,000	5,000,000
First National Bank of St. Paul, Minn. 11.55% Oct. 1, 1979	7,000,000	7,000,000	7,000,000
U. S. Treasury Notes & Bills 11.35% Oct. 1, 1979	1,853,000	1,853,000	1,853,000
11.35% Oct. 1, 1979	1,857,000	1,857,000	1,857,000
Total		\$61,274,335	\$61,274,335

Fixed income securities	Par value	Cost	Market value
<i>Mortgages</i>			
Abilene AFB Housing, Inc. 4% Aug. 1, 1982	\$1,127,613	\$1,136,039	\$1,035,994
Banco Mortgage Co. 7.335% Nov. 25, 2019	7,181,073	5,746,295	5,457,615
Cameron Brown South, Inc. 7½% May 15, 2007	561,050	539,047	466,373
Collateral Investment Co. 7½% Dec. 15, 2006	1,227,750	1,103,056	1,020,567
Colwell Co. 7½% June 15, 2007	915,677	870,465	761,157
Continental, Inc. 7½% May 15, 2007	1,557,234	1,496,161	1,294,451
FBS Homes, Inc. 8% Oct. 15, 2007	884,646	803,922	763,007
Federal Home Loan Mortgage Corp. 8½% Mar. 1, 2008	790,968	749,884	694,074
Instlcorp, Inc. A-16 5% Dec. 31, 1991	602,011	582,880	480,104
A-29 5.25% June 30, 1992	232,573	232,488	186,058
Pioneer Mortgage Co. 7½% June 15, 2007	949,553	852,817	789,316
Waterfield Mortgage Co., Inc. 7½% May 15, 2007	909,555	864,646	756,068
<i>Other</i>			
Alcan Aluminum, Ltd. 4¾% Dec. 31, 1984	496,000	496,000	429,660
American Hoechst Corp. 5¾% Nov. 1, 1986	1,341,000	1,341,000	1,170,023

Statement of investments held

Fixed income securities			Par value	Cost	Market value
<i>Other—Continued</i>					
Anbel Leasing Corp.					
6½ %	Nov. 30, 1992		\$133,740	\$133,740	\$110,669
6½ %	Feb. 15, 1993		145,975	145,975	120,793
6½ %	Mar. 22, 1993		145,196	145,196	119,423
6½ %	Apr. 15, 1993		160,128	160,129	131,705
6½ %	May 15, 1993		155,868	155,868	128,201
Chesapeake & Potomac Telephone Co. of Virginia					
8⅝ %	Apr. 1, 2009		1,000,000	987,339	895,070
Crocker National Corp.					
8¾ %	Jan. 26, 1997		1,000,000	1,000,000	897,500
European Economic Community Notes					
7⅝ %	July 1, 1982		300,000	299,790	277,500
European Investment Bank					
9⅛ %	Oct. 1, 1998		1,000,000	980,856	915,000
Federal Home Loan Mortgage Corp.					
8.05 %	Mar. 15, 2000		687,000	683,870	613,148
Howe Sound Realty Corp.					
4.85 %	June 1, 1986		577,575	577,575	481,553
IAC, Ltd.					
5¼ %	Oct. 1, 1982		1,000,000	1,000,000	842,500
International Bank for Reconstruction & Development					
8.60 %	July 15, 1985		500,000	500,000	466,450
Mercantile Texas Corp.					
8⅞ %	Sept. 15, 1997		1,000,000	998,172	901,250
Michigan National Bank					
9½ %	Mar. 1, 1982		833,333	833,333	823,958
Mobil Corp.					
8½ %	June 15, 2001		1,500,900	1,487,272	1,339,553
National Fuel Gas Co.					
8⅝ %	Feb. 15, 1997		1,000,000	1,000,000	892,500
Philip Morris, Inc. Notes					
8.65 %	Mar. 1, 1984		1,000,000	988,522	947,500
Province of Ontario, Canada					
9¼ %	Aug. 1, 2000		1,000,000	1,000,000	931,530
9⅜ %	Nov. 30, 2008		1,000,000	996,354	939,340
Sohio/BP Trans Alaska Pipeline Capital, Inc.					
10⅝ %	Jan. 1, 1998		1,000,000	998,474	1,012,500
United Airlines, Inc.					
5 %	Feb. 1, 1984		1,000,000	1,000,000	883,750
U. S. Treasury Notes					
7⅛ %	Nov. 15, 1982		540,000	531,149	499,835
8⅝ %	Nov. 15, 1993		1,000,000	994,256	937,500
9¾ %	Jan. 31, 1981		1,000,000	998,698	990,000
<i>Standby Options and Forward Commitments:</i>					
General National Mortgage Association					
9½ %	1994			755,250	1,397,314
Total				<u>\$36,166,518</u>	<u>\$33,800,509</u>

Carnegie Corporation of New York  
Schedule 2  
**Statement of**  
**General administration, program management**  
**and investment expenditures**  
for the year ended September 30, 1979  
with comparative totals for the year ended September 30, 1978

	1979			1978
	General administration and program management expenditures	Investment expenditures	Total	Total
Salaries	\$1,139,619	\$61,446	\$1,201,065	\$1,055,048
Investment advisory and custody fees	—	511,701	511,701	511,719
Employee benefits	312,558	16,721	329,279	305,109
Rent	250,590	13,748	264,338	253,551
Annual and quarterly reports	101,300	5,558	106,858	122,309
Travel	77,905	—	77,905	76,314
Office services, equipment, and supplies	51,054	2,801	53,855	47,302
Trustees' honoraria and expenses	37,614	11,480	49,094	38,628
Postage, telephone and cables	45,532	2,498	48,030	40,378
Consultants	44,435	2,438	46,873	34,373
Conferences and meetings	34,511	1,893	36,404	34,562
Legal and accounting services	16,173	5,375	21,548	17,283
Membership fee	20,000	—	20,000	20,000
Copying and duplicating services	14,783	811	15,594	15,071
Books and periodicals	8,638	474	9,112	7,219
Pensions	7,487	—	7,487	7,287
Miscellaneous	34,986	1,919	36,905	4,666
	<u>2,197,185</u>	<u>638,863</u>	<u>2,836,048</u>	<u>2,590,819</u>
Reimbursement of expenditures attributable to The Carnegie Foundation for the Advancement of Teaching	<u>(94,799)</u>	<u>(5,201)</u>	<u>(100,000)</u>	<u>(100,000)</u>
	<u><u>\$2,102,386</u></u>	<u><u>\$633,662</u></u>	<u><u>\$2,736,048</u></u>	<u><u>\$2,490,819*</u></u>

\* Includes \$621,131 of investment expenditures.



Carnegie Corporation of New York  
Schedule 3  
**Statement of appropriations and payments**  
for the year ended September 30, 1979

*This schedule shows all payments made during the fiscal year 1978-79 from appropriations of that year and the preceding years.*

*Summary of grant appropriations and payments*

	Appropriated during year	Unpaid appro- priations at be- ginning of year	Paid during year	Unpaid appro- priations at end of year
For United States purposes	\$10,583,479	\$10,643,459	\$11,828,346	\$9,398,592
For International purposes	859,550	1,236,196	1,128,680	967,066
	<u>\$11,443,029</u>	<u>\$11,879,655</u>	<u>\$12,957,026</u>	<u>\$10,365,658</u>
Less refunds and cancellations	58,910			
	<u>\$11,384,119</u>			

*Summary of appropriations for studies administered by the officers*

	Appropriated during year	Unpaid appro- priations at be- ginning of year	Paid during year	Unpaid appro- priations at end of year
For United States purposes	\$812,853	\$229,468	\$870,859	\$171,462
For International purposes	28,840	26,490	29,315	26,015
	<u>\$841,693</u>	<u>\$255,958</u>	<u>\$900,174</u>	<u>\$197,477</u>

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Accountants for the Public Interest 19 West 44th Street, Suite 1608 New York, New York 10036 Development of a profession-wide volunteer accounting program	\$13,000		\$13,000	
Action for Children's Television 46 Austin Street Newtownville, Massachusetts 02160 Direct-mail public membership campaign	25,000		25,000	
Advocates for Children of New York 29-28 41st Avenue Long Island City, New York 11101 Training and advocacy on education of the handicapped in the New York City school system—\$125,000 (1978)		\$62,500	62,500	
African-American Institute 833 United Nations Plaza New York, New York 10017 Program on policy issues on African-American relations	239,000		76,100	\$162,900
Alabama Center for Higher Education 2121 Eighth Avenue, North Suite 1520 Birmingham, Alabama 35203 Expansion of the Human Resources Research and Development Program—\$260,000 (1978)		170,000	89,575	80,425
American Arbitration Association 140 West 51st Street New York, New York 10020 Program of training and technical assistance for personnel of labor relations agencies—\$425,000 (1977)		273,266	152,333	120,933
American Association for Higher Education One Dupont Circle, Suite 780 Washington, D. C. 20036 Support—\$95,000 (1978)		50,000	32,400	17,600
American Association for the Advancement of the Humanities 918 16th Street, N.W., Suite 601 Washington, D. C. 20006 Support	97,000		60,000	37,000
American Association of Community and Junior Colleges One Dupont Circle, N.W. Washington, D. C. 20036 Servicemen's Opportunity Colleges program and the Office of Veterans' Affairs—\$255,800 (1978)		131,260	131,260	

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
American Civil Liberties Union Foundation 22 East 40th Street New York, New York 10016 Educational activities of the Women's Rights Project— \$152,000 (1978)		\$127,000	\$63,000	\$64,000
American Council of Learned Societies 800 Third Avenue New York, New York 10022 Fellowships—\$500,000 (1976)		300,000	100,000	200,000
American Council on Education One Dupont Circle, N.W. Washington, D. C. 20036 Policy Analysis Service—\$250,000 (1975)		50,000	50,000	
Program to improve the status of women in academic administration— \$195,000 (1977)		38,600		38,600
Support of the Overseas Liaison Committee—\$70,000 (1978)		35,500	23,500	12,000
Project to improve the management of financial aid programs	\$48,300		48,300	
American Friends Service Committee 1501 Cherry Street Philadelphia, Pennsylvania 19102 Chicago Public Education Project—\$150,000 (1977)		40,000	40,000	
Title I Parent Advisory Council Project of the Southeastern Public Education Program—\$364,500 (1978)		276,168	182,250	93,918
Aspen Institute for Humanistic Studies 717 Fifth Avenue New York, New York 10022 Seminar series of the Committee for the Third Sector	15,000		15,000	
Aspira of America 205 Lexington Avenue New York, New York 10016 Education research task force	46,000		46,000	
Associated Colleges of the St. Lawrence Valley Raymond Hall, State University College Potsdam, New York 13676 Curricular cooperation among member institutions	158,000		79,000	79,000
Association of American Colleges 1818 R Street, N.W. Washington, D. C. 20009 Project on Educational Employment Relations	100,000		66,000	34,000
Project on the Status and Education of Women	350,000		100,000	250,000



Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Association of American Law Schools One Dupont Circle, Suite 370 Washington, D. C. 20036 American Council on Education- Association of American Law Schools Joint Committee on <i>Bakke</i> — \$7,050 (1978)		\$7,050		\$7,050
Association of Governing Boards of Universities and Colleges One Dupont Circle, N.W. Washington, D. C. 20036 Study of college and university trustee selection	\$154,900		\$103,266	51,634
Bard College Annandale-on-Hudson New York, 12504 Merger with Simon's Rock	50,300		50,300	
Bay Area Research Group 667 St. Claire Drive Palo Alto, California 94306 Planning research on school planning and decision making in California	14,900		14,900	
Boston College Chestnut Hill, Massachusetts 02167 Study of the effects of standardized testing	13,750		13,750	
Boston University Boston, Massachusetts 02215 Program of extra-departmental courses and degrees—\$300,000 (1974) Study of the long-term effects of court-ordered school desegregation on enrollment patterns in Boston	14,926	60,000	60,000	
British Open University Foundation 110 East 59th Street New York, New York 10022 Information and advisory services	15,000			15,000
Brookings Institution 1775 Massachusetts Avenue, N.W. Washington, D. C. 20036 Studies in public budgeting— \$150,000 (1977) Study of public policy with respect to families—\$69,000 (1978)		50,000 10,000	50,000 10,000	
Brookline, Public Schools of Brookline, Massachusetts 02146 Brookline Early Education Project	589,400		378,850	210,550
California, University of, Berkeley Berkeley, California 94720 Bay Area Writing Project	196,270		61,133	135,137

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
California, University of, Los Angeles Los Angeles, California 90024 Study of child development in alternative life styles—\$377,770 (1977)		\$134,724	\$134,724	
California, University of, San Diego La Jolla, California 92093 Research on situational and subcultural variations in the development of cognitive skills	\$300,000		60,000	\$240,000
California, University of, Santa Cruz Santa Cruz, California 95064 Student support services at Oakes College—\$323,700 (1977)		49,400	49,400	
Carnegie Institution of Washington 1530 P Street, N.W. Washington, D. C. 20005 Postdoctoral fellowships in the natural sciences—\$360,000 (1977)		270,000	90,000	180,000
Center for Applied Linguistics 1611 North Kent Street Arlington, Virginia 22209 Development and dissemination of teacher-training materials on children's functional language	87,300		87,300	
Center for Law and Education Gutman Library, 6 Appian Way Cambridge, Massachusetts 02138 Research and litigation concerning minimum competency testing	15,000		15,000	
Chicago, University of Chicago, Illinois 60637 Establishment of an archive of the papers of the Carnegie Council on Children	5,652		5,652	
Children's Defense Fund 1520 New Hampshire Avenue Washington, D. C. 20036 Support	800,000		350,000	450,000
Children's Foundation 1028 Connecticut Avenue, N.W., Suite 112 Washington, D. C. 20036 Examination of the application of the federal minimum wage law to child-care workers	11,500		3,500	8,000
Children's Hospital Medical Center 300 Longwood Avenue Boston, Massachusetts 02115 Training program in child development for pediatricians	74,575		17,593	56,982
Citizens' Council for Ohio Schools 517 The Arcade Cleveland, Ohio 44114 Support	100,000		37,500	62,500

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Clearinghouse for Community Based Free Standing Educational Institutions 1806 Vernon Street, N.W. Washington, D. C. 20009 Technical assistance and the development of evaluative criteria for member institutions	\$154,500		\$61,218	\$93,282
Coalition of Labor Union Women 15 Union Square New York, New York 10003 Conference on the concept of equal pay for work of comparable value	6,000		6,000	
College Entrance Examination Board 888 Seventh Avenue New York, New York 10019 Development of tests of reading ability	300,000		300,000	
College for Human Services 201 Varick Street New York, New York 10014 Long-range financial and management planning	14,640		14,640	
Columbia University New York, New York 10027 Research on the socioeconomic resources available to families with children—\$197,100 (1978)		\$141,825	141,825	
Committee on Institutional Cooperation 820 Davis Street, Suite 130 Evanston, Illinois 60201 Development of upper-division correspondence courses—\$486,000 (1977)		317,900	121,250	196,650
Common Fund 635 Madison Avenue New York, New York 10022 Support of a project to improve the management of college and university endowments	15,000		15,000	
Cooper Union for the Advancement of Science and Art Cooper Square New York, New York 10003 Visiting professorships and development of new engineering courses—\$250,000 (1974)		120,000	57,000	63,000
Cornell University New York State School of Industrial and Labor Relations Ithaca, New York 14853 Educational program for working women in New York State—\$227,350 (1978)		118,280	118,280	
Study of the implementation of family support programs—\$285,000 (1978)		234,000	95,963	138,037



*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Council for Interinstitutional Leadership Box 6293 University, Alabama 35486 Project on cost savings in higher education through consortia	\$15,000		\$15,000	
Council for the Advancement of Small Colleges One Dupont Circle, N.W. Washington, D. C. 20036 Research and management project for liberal arts colleges—\$224,500		\$122,250	85,000	\$37,250
Council of Chief State School Officers 400 North Capitol Street, Suite 379 Washington, D. C. 20001 Resource Center on Sex Equity	256,000		97,048	158,952
Council on Learning NBW Tower New Rochelle, New York 10801 Support	15,000		15,000	
Council on Library Resources One Dupont Circle, N.W. Washington, D. C. 20036 Programs to improve the management of research libraries—\$500,000 (1977)		352,000		352,000
Development of a national computerized bibliographic system for research libraries—\$600,000 (1978)		600,000		600,000
Designs for Change 220 South State Street Chicago, Illinois 60604 Study of school-related advocacy groups \$207,476 (1977)	116,866	33,360	116,866 33,360	
Earl Warren Legal Training Program 10 Columbus Circle New York, New York 10019 Scholarships at southern law schools and postgraduate internships and externships for black lawyers—\$960,250 (1974)		21,000	10,500	10,500
Educational Facilities Laboratories 850 Third Avenue New York, New York 10022 Research and dissemination program on the management of physical resources in higher education—\$80,000 (1978)		40,000	40,000	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Educational Testing Service Princeton, New Jersey 08540				
Research and writing on the implications of research on adult students—\$88,500 (1978)		\$44,250	\$44,250	
Travel expenses of participants in a workshop on the future of the American college—\$7,000 (1978)		7,000	7,000 <sup>a</sup>	
Education Commission of the States 1860 Lincoln Street Denver, Colorado 80203				
Development of postsecondary education finance program—\$200,000 (1977)		93,950	50,000	\$43,950
Series of seminars on educational issues for state legislators	\$267,000		102,150	164,850
Education Development Center 55 Chapel Street Newton, Massachusetts 02160				
Development of mathematics achievement tests for grades four through six—\$450,000 (1978)		300,000	300,000	
Education Writers Association Post Office Box 281 Woodstown, New Jersey 08098				
Travel expenses of participants in a seminar on trends in American public education	4,000		{ 1,360 2,640 <sup>a</sup>	
Family Service Association of Nassau County 129 Jackson Street Hempstead, New York 11550				
Research on a home training program for parents of preschool children—\$300,245 (1977)		77,723	77,723	
Feminist Press State University of New York College at Old Westbury Box 334 Old Westbury, New York 11568				
Development of high school curricular materials on the changing roles of women	15,000		15,000	
Five Colleges, Inc. Box 740 Amherst, Massachusetts 01002				
Academic Cooperation Development Fund—\$150,000 (1978)		100,000	50,000	50,000
Foundation Center 888 Seventh Avenue New York, New York 10019				
Support	150,000		100,000	50,000

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
George Washington University Washington, D. C. 20052				
Development of new projects by the Institute for Educational Leadership	\$150,000		\$50,000	\$100,000
Study of the effect of flexible work patterns on families by the Family Impact Seminar, Institute for Educational Leadership	59,300		59,300	
Georgia, University of Athens, Georgia 30602				
Development of the Learning to Learn teacher education program—\$200,945 (1977)	(80,645) *	\$80,645		
Greater Newark Urban Coalition 24 Commerce Street Newark, New Jersey 07102				
New Jersey Education Reform Project—\$148,400 (1977)		35,718	35,718	
Harvard University Cambridge, Massachusetts 02138				
Research on the development of symbolic abilities in young children	150,000		50,000	100,000
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197				
Research on the measurement of transactional writing—\$200,000 (1978)		126,804	126,804	
Planning further longitudinal research on the effects of early education	15,000		15,000	
Research and policy studies in early childhood education	140,000		47,000	93,000
Illinois, University of, at Chicago Circle Box 4348 Chicago, Illinois 60680				
Development of the Doctor of Arts program and fellowships—\$65,000 (1975)		21,666		21,666
Research on cultural differences in language usage and school behavior (1978)	101,650 **		101,650	
Institute for Services to Education 2001 S Street, N.W. Washington, D. C. 20009				
Support—\$500,000 (1977)		300,000	100,000	200,000
* Transferred to University of Toledo				
** Transferred from Rockefeller University				



Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Institute of Society, Ethics and the Life Sciences 360 Broadway Hastings-on-Hudson, New York 10706 Project on the teaching of ethics in post-secondary education— \$197,600 (1978)		\$117,560	\$117,560	
Intercultural Development Research Association 5835 Callaghan, Suite 350/111 San Antonio, Texas 78228 School finance reform program— \$240,000 (1977)		80,000	80,000	
Johns Hopkins University Baltimore, Maryland 21218 Conferences of American legislators with British parliamentarians and African leaders—\$106,600 (1971)		7,956		\$7,956
Conferences on Africa of American legislators with British and Canadian parliamentarians—\$140,000 (1976)		58,833	39,203	19,630
Law Students Civil Rights Research Council 52 Fairlie Street, Room 350 Atlanta, Georgia 30303 Recruitment, retention, and summer internship programs for students in southern law schools— \$275,500 (1978)		93,000	93,000	
Lawyers' Committee for Civil Rights Under Law 733 15th Street, N.W. Washington, D. C. 20005 Federal Education Project— \$387,500 (1978)		248,694	248,694	
League for Innovation in the Community College 1100 Glendon Avenue, Suite 925 Los Angeles, California 90024 Community College Productivity Center	\$263,100		61,750	201,350
Martha Stuart Communications 66 Bank Street New York, New York 10014 Production and dissemination of three videotapes about parents and children—\$225,000 (1978)		125,000	125,000	
Maryland, University of College Park, Maryland 20742 Study to improve the mission, programs, and management of the institution	190,000		95,000	95,000
Study of the feasibility of a national distance-learning network	39,300		39,300	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Massachusetts Advocacy Center 2 Park Square Boston, Massachusetts 02116 Training in child advocacy in public education—\$150,000 (1977)		\$50,000	\$50,000	
Mexican American Legal Defense and Educational Fund 28 Geary Street San Francisco, California 94108 Program in education litigation	\$334,700		163,548	\$171,152
Miami University Oxford Ohio 45056 Leadership Vitality Project	11,900		11,900	
Michigan State University East Lansing Michigan 48824 Study of the development of Doctor of Arts programs	15,000		15,000	
Mills College Oakland, California 94613 Consortium to promote the participation of women in mathematics—\$180,000 (1978)		49,912		49,912
Minnesota Early Learning Design 123 East Grant Street Minneapolis, Minnesota 55403 Expansion of an information and peer support system for new parents—\$240,300 (1978)		160,385	84,300	76,085
NAACP Legal Defense and Educational Fund 10 Columbus Circle New York, New York 10019 Program to commemorate the twenty-fifth anniversary of <i>Brown v. Board of Education</i>	15,000		15,000	
NAACP Special Contribution Fund 1790 Broadway New York, New York 10019 Research and legal expenses in education litigation—\$275,000 (1978)		207,500	137,500	70,000
National Academy of Sciences 2101 Constitution Avenue Washington, D. C. 20418 Study on the uses of ability tests—\$200,000 (1978) Study of outcome measurement in early childhood programs	109,700	100,000	100,000 73,130	36,570

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Association for Equal Opportunity in Higher Education 2001 S Street, N.W. Washington, D. C. 20009 Seminars for presidents of predominantly black colleges and universities—\$100,000 (1978)		\$67,000	\$33,000	\$34,000
National Association of Educational Broadcasters 1346 Connecticut Avenue, N.W. Washington, D. C. 20036 Conference series on the structure and financing of public broadcasting	\$15,000		15,000	
National Black Child Development Institute 1463 Rhode Island Avenue, N.W. Washington, D. C. 20005 Development of local affiliates	250,000		81,958	168,042
National Black United Fund 3741 Stocker, Suites 211–212 Los Angeles, California 90008 Conference on public policy and economic democracy	15,000		15,000	
National Coalition of ESEA Title I Parents 1341 G Street, N.W. Washington, D. C. 20005 Support—\$250,000 (1978)		175,000	111,000	64,000
National Commission on Research 2600 Virginia Avenue, N.W. Suite 1003 Washington, D. C. 20037 Support	50,000		50,000	
National Committee for Citizens in Education Wilde Lake Village Green, Suite 410 Columbia, Maryland 21044 Study of ways to improve the marketing of its publications	15,000		15,000	
National Committee for Responsive Philanthropy 1028 Connecticut Avenue, N.W. Washington, D. C. 20036 Support	82,500		27,500	55,000
National Committee on United States-China Relations 777 United Nations Plaza New York, New York 10017 Travel of American participants to a conference with women leaders from the People's Republic of China	2,600		2,600	



*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Consortium on Testing P. O. Box 9521 Arlington, Virginia 22209 Support—\$225,000 (1978)		\$114,500	\$114,500	
National Council of La Raza 1725 Eye Street, N.W. Suite 210 Washington, D. C. 20006 Title I Migrant Education Project	\$296,500		150,000	\$146,500
National Council of the Churches of Christ in the U.S.A. 475 Riverside Drive New York, New York 10027 Community advocacy program for children and families— \$250,000 (1978)		160,000	120,000	40,000
National Manpower Institute 1211 Connecticut Avenue, N.W. Washington, D. C. 20036 National Center for Educational Brokering—\$186,000 (1978)		59,000	59,000	
National School Boards Association 1055 Thomas Jefferson Street, N.W. Washington, D. C. 20007 School Board Development Project	160,000		60,000	100,000
National Urban Coalition 1201 Connecticut Avenue, N.W. Washington, D. C. 20036 Support and technical assistance to community groups involved in school finance activities—\$343,530 (1975)		28,558		28,558
Research and training for minorities and women on school finance reform and related issues	125,000		31,250	93,750
National Urban Fellows 250 West 57th Street New York, New York 10019 Support	70,000		35,000	35,000
National Urban League 500 East 62nd Street New York, New York 10021 National survey of black households	250,000		175,000	75,000
Native American Rights Fund 1506 Broadway Boulder, Colorado 80302 Internship program for recent Indian law graduates	151,100		36,582	114,518
Navajo Tribe, Division of Education Window Rock, Arizona 86515 Training program for Navajo school administrators—\$255,000 (1977)		72,336	72,336	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
New Mexico, University of Albuquerque, New Mexico 87131 Directory of externally funded programs in higher education for Hispanic and Native American students	\$81,400		\$40,700	\$40,700
New Ways to Work 149 Ninth Street San Francisco, California 94103 Development of educational materials about job sharing	104,000		25,000	79,000
New York, City University of, Hostos Community College 475 Grand Concourse Bronx, New York 10451 Collection of Spanish translations of English texts—\$73,400 (1978)		\$36,700	36,700	
New York, City University of, Queens College Flushing, New York 11367 Development of a computerized editorial facility for humanities journals—\$51,300 (1978)		25,650	25,650	
New York Public Library Fifth Avenue and 42nd Street New York, New York 10018 Catalog Preservation Project—\$325,000 (1978)		195,000	65,000	130,000
National Citizens Emergency Committee to Save Our Public Libraries	15,000		15,000	
New York University Washington Square New York, New York 10003 Development of a computerized bibliographic system for members of the Research Library Association of South Manhattan	129,000		76,000	53,000
New York, University of the State of Albany, New York 12234 Development of Doctor of Arts programs—\$347,400 (1976)		100,000	100,000	
Development of tests of reading ability \$475,000 (1977)	500,000	76,000	155,000 76,000	345,000
North Carolina Center for Public Policy Research P. O. Box 10886 Raleigh, North Carolina 27605 Support—\$150,000 (1977)		40,000	40,000	
Northwestern University Evanston, Illinois 60201 Improvement of bibliographic records on African publications, in cooperation with the Library of Congress—\$74,500 (1978)		37,250	37,250	

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
NOW Legal Defense and Education Fund 36 West 44th Street New York, New York 10036 Project on Equal Education Rights \$275,000 (1977)	\$350,000	\$50,000	\$125,000 50,000	\$225,000
OCLC 1125 Kinnear Road Columbus, Ohio 43212 Development of non-Roman alphabet capability for computerized library systems	15,000		15,000	
Pittsburgh, University of Pittsburgh, Pennsylvania 15213 Research on the social functions of educational testing— \$385,000 (1978)		330,800	128,098	202,702
Population Education 305 Longfellow Hall 13 Appian Way Cambridge, Massachusetts 02138 Special studies program of the Project on Human Sexual Development	42,000			42,000
Potomac Institute 1501 18th Street, N.W. Washington, D. C. 20036 Committee for the Study of National Service	15,000		15,000	
Public Broadcasting Service 475 L'Enfant Plaza, S.W. Washington, D. C. 20024 Conference series on the structure and financing of public broadcasting	15,000		15,000	
Public Education Association 20 West 40th Street New York, New York 10018 Research and advocacy on education of the handicapped in the New York City school system— \$125,000 (1978)		62,500	62,500	
Puerto Rican Legal Defense and Education Fund 95 Madison Avenue New York, New York 10016 Education Rights Project \$250,000 (1978)		125,000	125,000	



Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Radcliffe College Cambridge, Massachusetts 02138 Fellowship program at the Radcliffe Institute for nontenured faculty women in the greater Boston area—\$323,000 (1976)		\$114,400	\$104,400	\$10,000
Fellowship program at the Mary Ingraham Bunting Institute for nontenured faculty women from research universities	\$273,150			273,150
Research Libraries Group Encina Commons Stanford, California 94305 Development of the Research Libraries Information Network	500,000		300,000	200,000
Rockefeller University New York, New York 10021 Research on subcultural variations in the development of cognitive skills—\$330,000 (1975)		60,000	60,000	
Research on cultural differences in language usage and school behavior—\$136,650 (1978)	(101,650) **	101,650		
Social Science Research Council 605 Third Avenue New York, New York 10016 Research training fellowships and program development—\$380,000 (1976)		110,000	110,000	
Society for Research in Child Development Tolman Hall University of California Berkeley, California 94720 Summer institute on communication in infancy and early childhood—\$60,000 (1978)		53,540	53,540	
Southern Association of Colleges and Schools 795 Peachtree Street, N.E. Atlanta, Georgia 30308 Assistance to predominantly black colleges—\$175,000 (1978)		100,000	50,000	50,000
Southern California, University of Los Angeles, California 90007 Analysis of university policies and practices for academic compensation and supplemental income—\$189,400 (1978)		83,400	83,400	
**Transferred to University of Illinois				

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Southern Regional Education Board 130 Sixth Street, N.W. Atlanta, Georgia 30313 Training for child care delivery in the South—\$215,400 (1976)		\$35,890	\$35,890	
Special Task Force on Equity and Excellence in Education 2 World Trade Center, Room 6656 New York, New York 10047 Support	\$75,000		75,000	
Teachers College, Columbia University New York, New York 10027 Research on the history of American education—\$197,736 (1973)		153,736		\$153,736
Research and writing on the historical role of Carnegie Corporation of New York	24,000			24,000
Texas Southern University Houston, Texas 77004 Houston Urban Fellows and Intern Program—\$250,000 (1976)		80,000	80,000	
Toledo, University of Toledo, Ohio 43606 Development of the Learning to Learn teacher education program (1977)	80,645 *		80,645	
Union of Independent Colleges of Art 4340 Oak Street Kansas City, Missouri 64111 Cooperative activities—\$179,500 (1976)		5,500	5,500	
United Federation of Teachers 260 Park Avenue South New York, New York 10010 Training and assistance on the education of the handicapped for teachers in the New York City school system	235,000		75,000	160,000
United Negro College Fund 500 East 62nd Street New York, New York 10021 Study of the impact of predominantly white and predominantly black college environments on black students—\$350,000 (1978)		95,270		95,270
Vanderbilt University Nashville, Tennessee 37240 Public policy research on child care and parent education programs—\$400,000 (1978)		270,000	159,000	111,000
* Transferred from University of Georgia				

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Voter Education Project 52 Fairlie Street, N.W. Atlanta, Georgia 30303 Support	\$15,000		\$15,000	
Wellesley College Wellesley, Massachusetts 02181 Center for Research on Women in Higher Education and the Professions	100,000		50,000	\$50,000
Development of career counseling workshops for women with Ph.D.s under the auspices of Higher Education Resource Services (HERS)	138,450		65,555	72,895
School-age child care project	15,000		15,000	
Wells College Aurora, New York 13026 Programs in practical politics at five women's colleges— \$272,200 (1978)		\$197,200	133,450	63,750
Western Interstate Commission for Higher Education P. O. Drawer P Boulder, Colorado 80302 Expansion of regional cooperation in graduate education— \$226,000 (1978)		109,900	109,900	
Western Service Systems 1444 Stuart Street Denver, Colorado 80204 Chicano Education Project— \$300,000 (1978)		150,000	150,000	
Planning the Educational Accountability Project	72,000		72,000	
Women's Action Alliance 370 Lexington Avenue New York, New York 10017 Non-Sexist Child Development Project—\$180,000 (1977)		45,000	45,000	
Yale University New Haven, Connecticut 06520 Research projects at the Center for the Study of Independent Institutions—\$250,000 (1977)		150,000	50,000	100,000
Youth Project 1555 Connecticut Avenue, N.W. Washington, D. C. 20009 Support—\$375,000 (1978)		250,000	125,000	125,000
Conditional Grant	30,000			30,000
Total (United States)	<u>\$10,583,479</u>	<u>\$10,643,459</u>	<u>\$11,828,346</u>	<u>\$9,398,592</u>



Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Studies and Programs Administered by the Officers				
Carnegie Commission on the Future of Public Broadcasting —\$1,000,000 (1977)	\$570,000	\$210,027	\$480,444 210,027	\$89,555
Carnegie Council on Children —\$10,000 (1978)	187,750	2,682	112,790 2,682	74,961
Dissemination of results of Corporation grants	14,665		14,665	
Preparation of a manuscript on competencies in English and their measurement	12,238		11,542	696
Program development and evaluation fund	28,200	5,000	{ 26,039 911 <sup>a</sup>	6,250
Study of independence and accountability in the contract state—\$25,000 (1971)		11,759	11,759	
Total Studies and Programs Administered by the Officers	\$812,853	\$229,468	\$870,859	\$171,462

<sup>a</sup> Cancelled: included in total payments

*Appropriations and payments—International Program*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute 833 United Nations Plaza New York, New York 10017 Africa Travel Program— \$581,000 (1977)		\$194,000	\$194,000	
Program on policy issues in African-American relations	\$119,000		37,900	\$81,100
African Women in Development Program	132,500		66,250	66,250
American Council on Education One Dupont Circle, N.W. Washington, D. C. 20036 Overseas Liaison Committee— \$70,000 (1978)		35,500	23,500	12,000
Cape Town, University of Rondebosch, South Africa 7700 International conference on human rights in South Africa	15,000		15,000	
Centre for Intergroup Studies University of Cape Town Rondebosch, South Africa 7700 Public education project to reduce racial discrimination in South Africa—\$50,400 (1978)		50,400	27,600	22,800
Ghana, University of Legon, Accra Ghana Language Centre—\$150,000 (1977)		51,500		51,500
Ibadan, University of Ibadan, Nigeria International Centre for Educational Evaluation—\$400,000 (1973)		10,898		10,898
Ife, University of Ile-Ife, Nigeria Institute of Education— \$290,000 (1975)		164,000		164,000
Joseph Rowntree Charitable Trust Beverly House, Shipton Road York, YO3 6RB, England Planning and support of the Southern African Development Coordination Conference	30,000		30,000	
Legal Resources Trust 606 National Board House 94 Pritchard Street Johannesburg, South Africa Establishment of the Legal Resource Centre	140,000		70,000	70,000
Makerere University P. O. Box 7062 Kampala, Uganda Program of research, curriculum revision, and staff development for				

*Appropriations and payments—International Program*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
primary teacher training in Uganda—\$300,000 (1971)		\$51,000		\$51,000
Consultant on the redevelopment of the institution	\$14,750		\$10,790	3,960
Nairobi, University of P. O. Box 30197 Nairobi, Kenya Bureau of Educational Research—\$383,000 (1976)		106,500	32,342	74,158
National Council of Women of Kenya P. O. Box 43741 Ragati Road Nairobi, Kenya Support—\$68,000 (1978)		39,278	23,403	15,875
New TransCentury Foundation 1789 Columbia Road, N.W. Washington, D. C. 20009 Printing and distributing within English-speaking Africa and the Caribbean two booklets describing funding sources for women in development projects	7,000		7,000	
Population Council One Dag Hammarskjold Plaza New York, New York 10017 Special issue of <i>Studies in Family Planning</i> entitled "Learning About Rural Women"	5,600		5,600	
Rhodesia, University of P. O. Box 2702 Salisbury, Rhodesia Pilot women's bureau and research unit on women in development	81,500		81,500	
Science Education Programme for Africa P. O. Box 9169, Airport Accra, Ghana Review of science education in Commonwealth Africa	70,000		49,584	20,416
Sierra Leone, University of Private Mail Bag Freetown, Sierra Leone Establishment of a University planning unit—\$376,300 (1976)		102,200	62,200	40,000
South Pacific, University of the P. O. Box 1168 Suva, Fiji Development Outreach Programme—\$200,000 (1978)		150,000	50,000	100,000
Teachers College, Columbia University New York, New York 10027 Fellowships for African educators—\$183,000 (1975)		21,300		21,300



Appropriations and payments—International Program

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
United Nations Economic Commission for Africa P. O. Box 3001 Addis Ababa, Ethiopia Study tours by women from Commonwealth countries under the auspices of the Africa Training and Research Centre for Women	\$47,200		\$47,200	
United States-South Africa Leader Exchange Program 1717 Massachusetts Avenue, N. W., Suite 605 Washington, D. C. 20036 Careers Development Project	150,000		80,000	\$70,000
West Indies, University of the Mona, Kingston 7 Jamaica, West Indies Travel expenses of participants in the Conference of Overseas Vice-Chancellors	32,000		32,000	
Coordination of women's involvement in development in the Caribbean—\$225,000 (1978)		\$168,325	112,500	55,825
Witwatersrand, University of the 1 Jan Smuts Avenue Johannesburg 2001 Republic of South Africa Centre for Applied Legal Studies—\$125,000 (1978)		91,295	55,311	35,984
World Education 1414 Avenue of the Americas New York, New York 10019 Evaluation of the program of the Women and Development Unit at the University of the West Indies	15,000		15,000	
Total (International Program)	<u>\$859,550</u>	<u>\$1,236,196</u>	<u>\$1,128,680</u>	<u>\$967,066</u>
Studies and Programs Administered by the Officers Evaluation of Institutes of Education in African Universities—\$58,000 (1972)		3,014		3,014
For planning multiracial discussions in South Africa on alternatives for the country's political future	13,000		13,000	
Program development and evaluation fund	15,840		15,840	
Publication and distribution of pamphlets on income-generating projects for women in developing countries—\$25,800 (1977)		23,476	475	23,001
Total Studies and Programs Administered by the Officers	<u>\$28,840</u>	<u>\$26,490</u>	<u>\$29,315</u>	<u>\$26,015</u>

*Adjustments of grant appropriations (United States)*

<i>Not required: cancelled (listed above)</i>	<i>\$15,612</i>
<i>Refunds from grants made in prior years</i>	
1931-32 <i>Encyclopedia of the Social Sciences (B915)</i>	38
1963-64 <i>Yale University (X3008)</i>	21,296
1969-70 <i>Columbia University (X3371)</i>	2,780
1970-71 <i>Study of Independence and Accountability (X3433)</i>	17
1970-71 <i>Lehigh University (B3472)</i>	111
1971-72 <i>University of Pittsburgh (B3590)</i>	125
1972-73 <i>Editorial Projects for Education, Inc. (B3630)</i>	4,069
1973-74 <i>Rockefeller University (B3749)</i>	765
1973-74 <i>University of California, Berkeley (B3721)</i>	624
1974-75 <i>Association of American Law Schools (B3778)</i>	1,811
1974-75 <i>Crystal City Independent School District (B3820)</i>	339
1974-75 <i>Idaho State University (B3783)</i>	18
1974-75 <i>National American Studies Facility (B3832)</i>	79
1975-76 <i>Medical and Health Research Association of New York City, Inc. (B3881)</i>	4,456
1975-76 <i>New York University (B3881)</i>	2,373
1977-78 <i>Educational Facilities Laboratory (B4011)</i>	2,164
1977-78 <i>University of California, San Diego (B4011)</i>	57
1977-78 <i>United States-South Africa Leader Exchange Program (B4012)</i>	2,176
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## The Carnegie philanthropies

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which has some officers in common with Carnegie Corporation.





The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the “foundation managers” of the Corporation are set forth in the front section of this annual report.
- No person who is a “foundation manager” with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other “disqualified persons”) own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

April 15, 1980

ALAN PIFER, President

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